

Managing an instructional programme for reading English as first additional language for grade 3
learners in Limpopo province

by

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DECLARATION

Student number: 30581842

I declare that **Managing an instructional programme for reading English as first additional language for grade 3 learners in Limpopo province** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....

SIGNATURE

(JOHANNES MOTONA)

.....

DATE

DEDICATION

This work is dedicated to my beloved wife, Kwena Sina Motona, for her motivating, courageous and continued support throughout the period of my studies. She endured my absence and stresses with tolerance for the success of this study.

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ABSTRACT

Literacy is a critical aspect of learning in the Foundation phase and forms an important foundation for learners' education. Studies, however, show that many learners in Grade 3 cannot read at the expected levels. This problem has generated increasing public demand for schools in South Africa in general and Limpopo Province, in particular, to produce learners who are able to read for pleasure, learning and enrichment. It is against this background that this study sought to examine the management of an instructional programme for reading English as First Additional Language in Grade 3. To achieve this aim, a qualitative research approach was followed to collect data through interviews, observations and document analysis. The results revealed weaknesses in the instructional leadership of School Management Teams, which the study attributes to a limited understanding of their roles in this area.

The qualitative case study method was used for this study. The sample for this study comprised three principals, three Foundation Phase Heads of Department and three Grade 3 teachers drawn from three primary schools. Three qualitative data collection instruments, namely, semi-structured interview schedule, classroom observation schedule and documents analysis were used to collect data. Data on the management of teaching and learning were collected during interviews from principals and HoDs. Data on how reading is taught and assessed were gathered through observation of teachers' lesson presentations. Documents analysed were curriculum management files, monitoring tools, planning files, lesson plans, mark-schedules and learners' workbooks. Thematic analysis was carried out to analyse data collected through the three instruments.

This study found that School Management experience challenges in managing the teaching of English reading in schools. The study calls for continuous professional development for primary school principals and English teachers on the methodology of teaching English First Additional Language as well as training of Curriculum Advisors.

Key terms: instructional leadership, instructional programme, Foundation Phase, literacy, professional development

LIST OF ABBREVIATIONS

ANA:	Annual National Assessment
CAPS:	Curriculum and Assessment Policy Statement
DBE:	Department of Basic Education
DoE:	Department of Education
ELRC:	Education Labour Relations Council
ESOL:	English to Speakers of Other Languages
FAL:	First Additional Language
FFLC:	Foundations for Learning Campaign
GET:	General Education and Training
HOD:	Head of Department
INSET:	In-Service Education and Training
IQMS:	Integrated Quality Management System
LOLT:	Language of Learning and Teaching
LTSM:	Learner Teacher Support Material
PED:	Provincial Education Department
SMT:	School Management Team
THRASS:	Teaching Handwriting Reading and Spelling Skills

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction to the Study

South Africa is one of the countries which conduct national assessments (systemic evaluation) in Grade 3 and Grade 6 to determine the health status of the education system, particularly the level at which learners perform. To determine quality in education, the school system as a whole is continuously evaluated. Learner performance at the General Education and Training Band (GET) is an issue of much concern for the Limpopo Provincial Education Department (PED) and the country as a whole (Limpopo Department of Education, 2010:6).

National and provincial research on learner performance indicates that learners do not perform at the expected levels in primary schools in Limpopo Province. For example, referring to the 2007 National Systemic Evaluation Report (NSER), the Limpopo PED's Report on Learner Performance in Grade 3 and Grade 6 (Limpopo Department of Education, 2010) points out that learners in these grades cannot read, write and count at expected levels. The NSER revealed that the overall mean literacy performance for Limpopo was 29 %, which ranked the lowest province in the country. The report also indicated that the province's performance in skills relating to reading and reviewing was the lowest at 34%.

Subsequent to the NSER, various intervention strategies were designed to improve reading, writing and numeracy. These strategies included the *Foundations for Learning Campaign* (FFLC), which was a four year campaign to create a national focus to improve the reading, writing and numeracy abilities of all South African children (Department of Basic Education, 2008a:4). Its aim was to conduct a national evaluation at the end of 2011 to assess the Literacy (Languages) and Numeracy (Mathematics) levels of Grade 3 and Grade 6 learners in South Africa in order to determine the impact of the campaign.

Many primary schools in Limpopo Province still experience a serious challenge of teaching learners who cannot read and write at the expected level in accordance with the learning content prescribed for their schooling ages in respective grades. From personal teaching experience, the researcher has learnt that many Foundation Phase learners still lack the ability to read and write at an acceptable level. As a result of this situation, it is important that teachers acquire adequate knowledge and skills necessary to support these learners. The

results of the 2011 Annual National Assessment (ANA) for Grade 3 English (First Additional Language) have confirmed that learners who are doing English as a first additional language have a serious problem in reading the language (Department of Basic Education, 2011a:20). Specifically, learners are unable to master the literacy outcomes, which translate into the five building blocks for teaching learners to read; namely, phonetic awareness, word recognition, vocabulary, fluency and comprehension.

1.2 The Research Problem

Literacy is a critical aspect of language teaching and learning in the Foundation Phase and forms a foundation for learning. This is underpinned by the need for the schools in South Africa in general, and Limpopo Province in particular, to produce learners who are able to read for pleasure, learning and enrichment. The problem is how to manage the instructional programme (teaching, learning and assessment) for reading English as a first additional language to ensure that learners are able to read in an internationally competitive way.

1.3 The Aim and Objectives of the Study

The aim of this study is to examine the management of an instructional programme for reading English as a first additional language in Grade 3. Arising from the main aim, the following are the objectives of the study:

- To examine theories underlying the management of teaching and learning
- To investigate how reading English as a first additional language is taught and assessed in Limpopo Province
- To develop strategies for improving an instructional programme for reading English as a first additional language in the Foundation Phase

1.4 Research Questions

The main research question is: How is the instructional programme for reading English as a first additional language in Grade 3 managed? From the main research question above, the following sub-questions have been raised to guide the study:

- What theories underlie the management of teaching and learning?
- How is reading English as a first additional language taught and assessed?
- What strategies can be developed to improve an instructional programme for reading English as a first additional language in the Foundation Phase?

1.5 Preliminary Literature Review

James and Pollard (2006:9) maintain that the main goal of teaching and learning should be the promotion of learners' independence and autonomy. This involves acquiring a repertoire of learning strategies and practices, developing positive learning dispositions, and learners having the will and confidence to become agents in their own learning. Bush, Joubert, Kiggundu and Van Rooyen (2009:3) hold the view that the responsibility for managing teaching and learning is shared amongst principals, School Management Teams (SMTs), Heads of Departments (HoDs) and classroom educators. Educators manage curriculum implementation in the classrooms, HoDs have the responsibility to ensure effective teaching and learning across their subjects or phases, while principals and HoDs carry out a whole-school management and leadership role.

When teaching reading, the Foundation Phase teacher should ensure that learners are introduced to English as first additional language in Grade R and 1 by ensuring that their oral foundation is strongly enhanced. They should be exposed to simple, understandable spoken English. As learners are at an emergent literacy development, to enhance their understanding, the teacher should create many opportunities for them to speak English more often. The teacher should also read to them stories from books as it is another effective way of supporting their literacy development. This in return provides a solid base for reading and writing in Grade 2 and 3 (Smith, 2012:638).

The SMTs, in particular the principal and the Heads of Departments need to ensure that in providing quality education, the culture of teaching and learning is restored in the schools. In managing teaching and learning they should ensure that quality assurance mechanisms, procedures and practices which are acceptable are applied and not negotiable. In restoring the culture, confidence and accountability in the schools, SMTs need to take the responsibility for enhancing and monitoring the quality of teaching and learning (Christie, 2010:696).

In South Africa, many children start using English as their first additional language as well as their language of learning in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3. They need to be able to read and write well in English. For this reason, their progress in literacy must be accelerated in Grades 2 and 3 (Department of Basic Education, 2011b:8). According to the Department of Basic Education Curriculum and Assessment Policy Statement (CAPS) for English First Additional Language

(Department of Basic Education, 2011b:12) reading contributes to learners' language development in English.

Monyai (2010:12) states that poor teaching of English in South Africa is a possible factor in learners' poor proficiency in English. The learning and teaching support materials, syllabi, teaching and assessment methods and procedures play a significant role in the teaching and learning process. Another possible reason could be a limited culture of reading and a lack of an environment of academic support. Some learners are raised in families where members of the family are simply not interested in reading books or magazines; thus, learners from such families tend to perceive reading as homework and visiting the library as punishment.

According to Theron and Nel (2005:237), the teaching of reading in the First Additional Language (FAL) deserves more attention than it currently receives from teachers. Most educators lack the training, knowledge, tools and time to support learners with limited English proficiency to ascertain that these learners achieve their full potential. They maintain that challenges in teaching English as a FAL are often huge classrooms, lack of parental support and poor proficiency in the mother tongue among learners. Due to the underperformance, the Minister of Education called for the participation of South African schools in a national assessment for a four-year period, which was from 2008 to 2011. The Department of Education has launched a number of campaigns and strategies in order to address the literacy problems, and these include the following:

National Reading Strategy: aimed at improving the reading competence of learners in the country, including those who experience barriers to learning and those who are at special schools and youth care centres (Department of Education, 2008b:5)

Foundations for Learning Campaign: which is a four-year campaign launched in 2008 to create a national focus to improve the reading, writing and numeracy abilities of all South African children (Department of Education, 2008a:4)

Annual National Assessments: which aim at making a decisive contribution towards better learning in schools, especially in the Foundation Phase (Grades 1 to 3) and the Intermediate Phase (Grades 4 to 6) languages and mathematics (Department of Basic Education, 2011a)

Teaching Reading in the Early Grades: which is a teacher's handbook for teaching reading and writing, the aim of which is for every learner to become skilled in reading and writing, and to enjoy being literate (Department of Education, 2008c:1)

1.6 Definition of the Concepts

- 1.6.1 Annual National Assessment:** This is a standardised national assessment in literacy and numeracy in the Foundation Phase (Grades 1-3) and in languages and mathematics in the Intermediate Phase (Grades 4-6) (Department of Basic Education, 2011a).
- 1.6.2 Department of Basic Education:** Department of Basic Education refers to the national department responsible for basic education, Grades R-12 (Department of Basic Education, 2011c).
- 1.6.3 First Additional Language:** First Additional Language refers to the language proficiency level that reflects the basic intercultural and interpersonal communication skills needed in social situations and the cognitive academic skills essential for learning across the curriculum (Department of Basic Education, 2011c).
- 1.6.4 Foundation Phase:** Foundation Phase refers to Grade R to Grade 3 in primary schools.
- 1.6.5 Instructional Programme:** An instructional programme refers to teaching and learning programme (Leithwood, Day, Sammons, Harris & Hopkins, 2006a). As used in this study, the Instructional Programme refers not only to teaching and learning, but also includes assessment.
- 1.6.6 Management:** This is about getting systems to operate effectively (Clarke, 2007:3).

1.7 Research Design and Methodology

1.7.1 Research Design

A research design is a plan or blueprint of how one intends conducting a research, which focuses on the end product, formulates a research problem as a point of departure and focuses on the logic of the research (Mouton, 2001:55). According to McMillan and Schumacher (2001:166), a research design refers to a plan for selecting subjects, research sites and data collection procedures to answer the research question. It focuses on the description of the case of the individuals to be studied and their circumstances.

According to De Vos (1998:77), in a qualitative study, a research design refers to all decisions a researcher makes to plan the study. Decisions are not only about what overall type or design to use, but also about sampling sources and procedures for collecting data, measurement issues and data analysis plans. For the purpose of this study, a qualitative

research design was employed to assist the researcher in answering the research question. For this purpose, the research followed a case study in carrying out interviews at three Limpopo primary schools. Observations and document analysis were also conducted in their Grade 3 English classrooms.

1.7.2 Research Methodology

According to Mouton (2003:56), research methodology focuses on the process and the kind of tools and procedures to be used by the researcher. It focuses on the individual steps to be followed in the research process and the most objective procedures to be employed. For this study, the qualitative method was the most appropriate choice for the researcher to examine the management of an instructional programme for reading English as a first additional language in Grade 3. The reason for choosing qualitative method is that it helps the researcher to have understanding of behaviours and experiences of research participants and their social and cultural contexts.

Stake (2010:88) states that qualitative research requires data that symbolize personal experiences in particular situations. Qualitative researches are personal events which happened sometime and somewhere. They use data such as numerical measurements, photographs, observation, documents review and interview to clarify what is going on. In the same vein, Boyd (2007:1) states that “qualitative research is the systematic process of collecting information on what people say and do and create in their natural settings to discover the world as the people themselves see and experience it”. For this study, research methodology involved the following:

1.7.2.1 Population

Tobias (2006:25) defines population as the target group one intends to study. Research population is the group of interest to the researcher, the group to which the results of the proposed study will be generalized (Gay & Airasian, 2003:102). The population in this study consisted of members of School Management Teams and Grade 3 teachers from primary schools in Capricorn District, Limpopo Province.

1.7.2.2 Sampling and Sample

Kumar (2005:165) defines sampling as the process of selecting a sample from a bigger group population as the basis for estimating a prediction of the prevalence of an unknown piece of

information or situation as an outcome regarding the bigger group. According to Babbie (2004:183), in a case study, the sampling process is purposive rather than random. Given the nature of the research problem, purposive sampling was used for this study as it is recommended for studies focusing on a few cases (Ramahuta, 2007:33).

A sample consists of the elements of the population considered for actual inclusion in the study. It is also a small portion of the total set of objects, events or persons that together comprise the subject of a study (Maree, 2010:178). The sample for this study comprised three principals, three Foundation Phase Heads of Department and three Grade 3 teachers drawn from three primary schools in the Limpopo Province.

1.7.2.3 Data collection

According to Stake (2010:89), in a qualitative research, data collection includes observation, interview, numerical measurement, photographs, texting, documentary review and artifacts gathering. The data collection techniques used in this study were in-depth individual interviews with three principals, three Foundation Phase HoDs on the management of the instructional programme, and observation of three Grade 3 educators. Data collection focussed on how reading is taught and assessed. The instruments used for data collection were interview schedules and observation checklists.

Data on the management of teaching and learning were collected through interviews and from the principals' and HoDs' curriculum management files. Data on how reading is taught and assessed were collected through observation of teachers' lesson presentations, and the study of planning files, lesson plans, mark schedules and learners' workbooks. The objective for gathering data from these documents was to validate the correlation between curriculum planning and curriculum implementation. During both the interviews and the observations, the researcher was able to see and hear things and record the findings rather than rely solely on the subjects' responses to questions. This generated a triangulation of data gathered to enhance its validity and strengthen subsequent analysis.

1.7.2.4 Data Analysis

Data analysis is defined by De Vos, Strydom, Fouche and Delport (2003:339) as the process of bringing order, structure and meaning to the mass of collected data. A qualitative study

involves an inseparable relationship between data collection and data analysis. For this study, thematic analysis was used. Braun and Clarke (2006:79) define thematic analysis as follows:

Thematic analysis is a qualitative method for identifying, analyzing and reporting patterns (themes) within data. It minimally organises and describes the data set in rich detail. However, frequently it goes further than this, and interprets various aspects of the research topic.

Braun and Clarke (2006:82) continue to explain that “a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set”.

For the analysis of interview data, the researcher presented all the findings by writing down each question, followed by responses from all participating groups of all the three selected school. Comparisons between the three schools were drawn, similarities and differences identified, and the findings of the research discussed and presented. Once the data were generated, they were organised and relationships and patterns explored by thoroughly scrutinizing them. The data were then coded, categorised and condensed. The researcher interpreted and drew meaning from the extracted data. For the analysis of data derived from observations, the researcher studied all the notes that were taken during classroom observations. Document analysis involved the analysis of documents related to the Curriculum and Assessment Policy Statement (CAPS), school assessment practices and policy, assessment instruments, assessment records and results. The researcher envisaged the analysis of data to contribute towards a rich description of the study.

1.8 Credibility and trustworthiness

Maswanganye (2010:12) states that in order to ensure credibility the researcher should reflect on his/her actions during the interview. The researcher as the key participant in the research process has to establish what contributions to make and how to make them on the basis of the experiences and opinions he or she has, which influence the research process, such as interviewing the participants. It is also argued (Muhammad, 2008:38) that the ability and effort of the researcher determines the credibility of a qualitative research. Such credibility ensures consistency when the study is undertaken by different researchers under different research sites (Creswell, 2009:190).

Trustworthiness in qualitative research means that the research ensures that research findings are accurate. This is achieved through the use of appropriate research procedures. The truthfulness of the research findings occur throughout the research process. Trustworthiness is one of the pillars of qualitative research as it determines whether the research findings are accurate from the researcher, the participants and the readers' perspectives of the study (Creswell, 2009:190-191). Muhammad (2008:39) supports this view by arguing that qualitative research's examination of trustworthiness is of great importance in ensuring reliability of the study. He further states that the trustworthiness of a research report is grounded on discussions centred on validity and reliability.

The concepts of validity and reliability, when properly used in qualitative studies, reflect effective and efficient ways of establishing the truth. From the researchers' perspective validity means establishing whether the research accurately measures what it is intended to measure to attain solutions to the research problem. Furthermore, it is the extent to which the study measures an intended problem area, wherein the results are dependent upon the expertise and knowledge of the researcher. Golafshani (2003:599) describes validity as the determination of whether the research truly measures what it intended to measure or how truthful the research results are. According to Punch (2005:86), the quality of qualitative research is completely dependent on the closeness to the truth of what is happening, rather than missing out important parts. Truthfulness in qualitative research can be enhanced by triangulation. In this study multiple methods of collecting data were applied. They included interviews, observations and analysis of documents.

De Vos, Strydom, Fouche and Delport (2003:168) view reliability as, “ the accuracy or precision of an instrument, as the degree of consistency or agreement between two independently derived sets of scores or the extent to which independent administration of the same instruments yields the same results under comparable conditions”. From the researchers' viewpoint, reliability is the extent to which a study consistently measures whatever it measures. The preceding definition implies that if the study is repeatedly conducted using the same data collection methods the same results will be produced.

Patton (in Golafshani, 2003:603), advocates the use of triangulation by stating that it strengthens a study by combining research methods. It implies using several kinds of methods

or data, such as quantitative and qualitative approaches or multiple data collection methods. In this study triangulation gave the researcher an opportunity to investigate the research fields from different perspectives. It was convenient for the researcher to make similarities and differences of the data collected and the responses given.

In this study the following strategies were used to ensure credibility and trustworthiness:

Crystallization: – refers to the practice of validating results by using multiple methods of data collection and analysis (Maree, 2010:40). In qualitative research the term “crystallization” turns to be more appropriately used than triangulation as it is a convenient way which ensures efficient data collection and analysis in qualitative research. Data were collected using interviews, classroom observations and document analysis.

Member checks: – All the data collected from the investigation were transcribed verbatim and taken back to the interviewees for verification, to ensure that whatever statements given and observations made during the interview were accurate.

Prolonged engagements in the field: – Contact with the interviewees was not only during data collection sessions; the researcher at times made telephone follow-ups to establish the patterns on the findings made.

Pilot Study: – The instruments used to collect data were piloted at one primary school which was not one of the sampled research sites. The reason was to establish if there were any flaws on the data collection instruments.

1.9. Ethical Considerations

The researcher took measures to ensure that research ethics were complied with in this study. The following issues received his consideration:

1.9.1 Confidentiality

The researcher has ensured that the participants will not be identified in anyway by any person who will be reading this study. Data collected from the schools and the participants were handled in a confidential manner. Only the researcher was aware of the identity of the participants. The schools were labelled as School A, School B and School C to protect the identity of both the schools and their staff members. Mouton (2001:244) states that “confidential information provided by research participants must be treated as such by researchers, even when this information enjoys no legal protection or privilege, and no legal force is applied”.

1.9.2 Anonymity

Babbie (in De Vos, 2002:68) maintains that the researcher does not have to identify the participants in his response of the data given. The participants' right to privacy was ensured as any promises given were not breached. Responses to interviews and observations were recorded without names and identifiable data. In this study, the researcher made sure that anonymity was protected as the subjects' identity was not linked with their personal responses, as affirmed by Fouka and Mantzorou (2011:3). Pseudonyms were used in the transcriptions of interviews while codes were used in the presentations of findings from interviews with principals and HoDs of Schools A, B and C.

1.9.3 Informed consent

Strydom (in De Vos, 2002:65) asserts that informed consent implies that adequate information on the goal of the study, the procedures that were followed, the advantages, disadvantages and the dangers the participants might have been exposed to, and the researchers' credibility were disclosed to the participants (Appendices D, E and F). In this study the researcher informed the participants that their participation in the study was voluntary and that they had the right to withdraw from the research at anytime (Appendix C).

1.9.4 Protection of the dignity of participants

The research ensured the protection of the dignity; rights, safety and well-being of the participants take precedence over the investigation and the researchers' interests. Any form of harm or stress on the participants was avoided. This is in line with Fouka and Mantzorou (2011:5) who advocate the idea that a researcher must consider all possible consequences of the research and balance the risks with proportionate benefit.

1.9.5 Permission to conduct research

Researchers need to get the necessary permission from the relevant authorities before a study begins (Robson, 2003:168). For this study, the researcher applied for permission from the Limpopo Department of Education to conduct the investigation in the three selected primary schools (Appendix A).

1.10 Delimitation of the Study

This study focused on three primary schools only. These are public government schools in Limpopo Province. The schools are located in Aganang Municipality. They form part of the

schools that fall within Kone Kwena Cluster of Polokwane District, Limpopo Province. The primary schools serve rural communities.

1.11 Significance of the Study

This study intended to suggest ways of improving reading skills of learners in English in Grade 3. For this reason, it sought to assist all educators involved in teaching English in lower grades to enhance learners' ability to read with comprehension and confidence. It also intended to provide knowledge about the management of teaching and learning, and how reading English as a first additional language is taught and assessed. Hence, language is one of the most important priorities in the South African education. Therefore, the ability to read English, which is South Africa's mostly used language of teaching and learning, is a key aspect for success at school and beyond. Every learner's performance in every subject requires the learner's ability to read.

This study will assist future researchers to narrow the gaps in the ineffective and inefficient strategies of managing an instructional programme for reading English as first additional language in South Africa and the world. It will also open doors for them in new knowledge generation in the areas of instructional leadership, professional development, curriculum support and information communication technology in education.

1.12 Chapter Division

This study is divided into the following chapters:

Chapter 1: Background of the study.

Chapter 2: Literature review.

Chapter 3: Research design and methodology.

Chapter 4: Presentation and discussion of findings.

Chapter 5: Conclusions and Recommendations.

1.13 Conclusion

This chapter covered the introduction and background to the study, the problem statement, aims and objectives of the study and the research questions. Also examined in this chapter were preliminary literature review, research design and methodology, the significance and limitations of the study, ethical considerations, definitions of concepts and division into chapters.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The previous chapter dealt with the introduction and background to the study, the problem statement, the aims and objectives of the study and the research questions. The main research aim presented in that chapter was to examine how the instructional programme for reading English as first additional language for Grade 3 learners is managed. The chapter also outlined the preliminary literature review, research design and methodology, the significance and limitations of the study, ethical considerations, definitions of concepts and division of chapters.

In this chapter, literature focusing on management of an instructional programme for reading English as first additional language in primary schools is reviewed. Firstly, theories underlying the management of teaching and learning will be discussed. Secondly, practices relating to how reading English as a first additional language will also be discussed. Lastly, the strategies for improving an instructional programme for reading English as a first additional language will be discussed.

2.2 Theories Underlying the Management of Teaching and Learning

This section focuses on theories that impact on the instructional programme for reading English as First Additional Language. These include instructional leadership; the principal as an instructional leader; roles and responsibilities of HoDs as instructional leaders; curriculum support for the teaching of English as a first additional language; professional development for language teachers and educator appraisal.

2.2.1 Instructional Leadership

Masumoto and Brown-Wetly (2009:3) define instructional leadership as the instructional leaders' role on learner achievement, their positive influence on teachers and the teaching outcomes that impact learners' academic performance. According to Foran (in Nkabinde, 2012:28) instructional leadership refers to the supervisory management responsibilities that the SMT executes to provide quality teaching and learning in schools. Phillips (2009:2) states that instructional leadership involve goal setting, resources provisioning, curriculum management, lessons planning monitoring and teacher evaluation. It implies that the SMTs should carry management responsibilities accountably in order to provide quality teaching

and learning in schools. In discharging their duties, they should set goals, provide resources, manage curriculum, monitor lesson planning and evaluate teachers. Therefore, one would believe that in managing an instructional programme for reading English as First Additional language, instructional leaders need to ensure that there are effective classroom practices, provision of teacher-learner support materials and positive leadership and management.

A different view of instructional leadership focuses on organisational management for instructional improvement rather than daily teaching and learning activities. Factors such as employing teachers, allocation of duties, teacher retention strategies and teacher development programme, have a positive impact on learner achievement (Horng & Loeb, 2010:66). Organisational Management means having quality teachers, appropriate support systems and sufficient teacher-learner support materials (LTSM) to facilitate quality provision of teaching and learning. In order to produce the intended academic results, the principal needs to give some time to organisational management activities. Schools that have good organisational managers produce best academic achievement (Horng & Loeb, 2010:66).

Newmann, Smith, Allensworth and Bryk (in Oxley, 2008:2), state that as the instructional leaders have to follow a planned instructional programme they should develop a set of indicators with clear purpose and goals to measure teaching and learning activities across grades and various subjects. Over and above these aspects of teaching, learning and assessment there are additional dimensions that are essential in building a strong instructional programme. Sound instructional leadership encompasses the following dimensions; common instructional strategies and assessments, coordination of curriculum and assessments, remedial instruction, professional development and school improvement planning.

2.2.2 The Principal as an Instructional Leader

As instructional leaders, principals play an important role in ensuring that the school's focus is on teaching and learning and that all activities, systems and procedures are confined to this core business of the school. Principals are bound to be directly involved in teaching and learning by creating an environment conducive to effective curriculum delivery. They should also ensure that effective teaching and learning strategies are developed and implemented. As instructional leaders, they ensure that teaching and learning are the main activities of the school and lead by example. To lead by example, many principals believe that they should

take a class for teaching as it is a positive motivating factor (Department of Education, 2008d: 17).

2.2.2.1 The principal's influence on teaching and learning

The principal as an instructional leader in the school has to develop a coherent instructional English reading programme. The programme has to cover areas such as reading goals and strategies, literacy instructional framework linked to learners' reading achievement and literacy professional development. Southworth (2004:78) adds that the influence of the principal on teaching and learning takes three forms:

- Direct effects – the principal has to directly act as a role model to the school community in order to impact positively on school activities.
- Indirect effects – the principals' constructive monitoring role has leads to teachers' improvement in teaching activities.
- Reciprocal effects – it involves exchange of ideas, whether formal or informal, which are aimed at positive classroom practices.

In light of the points raised above, the principal needs to ensure that the learners' English reading competences are improved. This can be achieved by providing effective instructional strategies, creating expanded opportunities for struggling learners and involving the entire school community in literacy improvement.

Tiemensma (2007:48) outlines the school leaders' influence through three strategies, namely, modelling, monitoring and dialogue in the following manner:

Modelling is about the principal being a very good example. Principals who want to be successful should behave appropriately in order for their subordinates to pursue the same behaviour. Whatever they ask of the educators, they must first do. Effective leaders know that they are on show, so their actions and behaviours should be in accordance with what is required by their professional positions. Principals have to be the driving forces in improving reading skills. Principals should model reading by letting learners observe them reading. Because when learners see the principal reading books for them at times, they will also want to read themselves. Even if it is not in a classroom context, the principal can read for learners at morning assemblies, enforced religion and newspapers which help them gain information about their country and world events. Principals are

key role players in modelling reading to learners and inculcating a positive reading attitude in them.

Monitoring involves the principals' role of analysing and checking learners' achievement. Leadership is more effective and efficient when it is determined by information on learners' academic achievements together with sound teaching and learning practices. It should involve classroom visits, teachers' observation and constructive, transparent feedback. Principals have to monitor the reading activities regularly at the school. They should ensure that they interact with language teachers on a continuous basis in order to track record of reading activities inside and outside the classroom, such as participation in Readathon competitions. At times, they should observe reading lessons in practise, attend school based reading activities and enter their schools in various language and reading events.

Dialogue is about conversation opportunities being created amongst teachers and the principal on teaching and learning activities. The principal together with other SMT members have to create an environment conducive to meeting with colleagues in order to discuss instructional matters and students achievements. Such discussions should include encouragement, feedback and teaching questions. Teacher-leader talks stimulate teacher reflection about teaching methods, learner performance results and teachers conduct. This implies that, principals and SMTs responsible for languages have to meet regularly with language teachers to discuss issues, such as, reading strategies, relevant reading books, library outreach programme, learners' reading capabilities and appropriate intervention strategies. Intervention strategies can include creating conducive school and home reading environments for learners.

The strategies outlined above carries at least two implications for the school principals. The first implication is that the principal should ensure that the school has a reading programme in place. The second implication is that there should be a continuous implementation and monitoring of the reading programme. In the course of such implementation and monitoring, there should be continuous feedback discussions with the teacher to reflect and measure the progress. This has the potential to assist whenever the programme has to be reviewed, giving reflection on the positive impact it makes on learners' reading competence levels.

2.2.2.2 Hallinger's Instructional Leadership Model

Hallinger (2009:1) describes instructional leadership as the principal's role to school effectiveness and their professional leadership to school success. The purpose of the model is to explain what instructional leadership entails and how it impacts on leadership for learning. It strives to reveal the positive impact instructional leadership has made over the years (Hallinger, 2009). Hallinger (2009:7) presents a model of instructional leadership that consists of ten functions within three broad categories:

- Defining the school's mission
- Managing the instructional programme
- Promoting a positive school learning climate

(1) Defining the school's mission

It involves the principal's role of determining the main purposes of the school in collaboration with the teachers. It embraces the principal's task in staff management to ensure that the school has specific, measurable, attainable, realistic and time-bound goals which are aimed at learners' academic achievement. The principal also has the responsibility to clearly and widely communicate the school's mission to the school community so that it gets supported and incorporated into its daily operations. In defining the school's mission in teaching English reading, the principal should consider the following areas; (1) learner achievement competences and achievement targets; (2) action plans for whole-school monitoring of the teaching of reading and (3) requisition and management of literacy resources, such as, textbooks, workbooks, readers, library books and teachers' guides. Principals should ensure that all stakeholders, such as, teachers, learners, parents and the community at large understand the value of reading.

(2) Managing the instructional programme

The principal has to incorporate three management functions which are, supervising and evaluating instruction, coordinating the curriculum and monitoring learners' progress. It is a requirement that the principal and the SMT should always be engaged in monitoring teaching and learning. The principal should have the necessary expertise in instructional matters as well as the school improvement commitment. This implies that the principal as the head of the school has to foster teacher capacity building, better teaching practices and learner support system. Principals should ensure that their schools have a reading policy and programme, adherence to it by the teachers, learners and the school community. They should

also observe reading lessons, identify teachers' needs and have a budget for procurement of reading materials.

(3) Promoting a positive school learning climate

The principal is responsible for ensuring that educators get opportunities to teach while learners get opportunities to learn. Clear aims and values that direct teachers and learners towards successful teaching and learning should form the schools' culture. The school must be an orderly and disciplined environment in which codes of conduct are complied with so that quality teaching and learning occur. In creating a positive reading culture amongst teachers and learners, principals must set achievable reading goals, high expectations, recognise and reward achievements. There should also be staff development programme on reading and encouragement of working together with parents and the community to promote a reading culture.

In summarising the discussion above, it is important to state that principals are key players in managing an instructional programme for reading. In overcoming the challenges, they might be confronted with, there needs to be a coherent instructional programme for reading across all the school grades to guide teaching, learning and assessment.

2.2.3 Roles and Responsibilities of Heads of Departments as Instructional Leaders

Heads of Departments (HoDs) are part of the School Management Teams. They have many roles to play in the execution of their duties. Their roles include managing their departments, teaching learners in their grades and providing professional assistance to teachers in their departments. The HoDs have the responsibility of ensuring that they manage their departments effectively and efficiently (Nkabinde, 2012:36). The HoD, as an instructional leader, must ensure that there is a link between teaching, learning and assessment in order to get good learner achievements.

Nkabinde (2012:42) indicates that HoDs are responsible for the planning and organisation of their departments to ensure that departmental subjects are taught effectively and efficiently. In relation to English reading, their responsibilities include formulation of departmental literacy reading policies, availability and utilisation of literacy resources and teacher literacy development. They should have reading policies, plans and programme so that they could guide and advise teachers to introduce new changes in English reading teaching, such as, computer- integrated education. Odera (2011:239) argues that HoDs should assist and advise

teachers on better teaching reading methods, effective assessment methods, learner record-keeping and selection of useful learner-teacher reading support materials.

Applied to the teaching of reading English, the Limpopo Department of Education (2007:1) suggests that HoDs have to exercise the following key responsibilities:

Developing and using learning programmes: Work-schedules are monitored regularly and accommodate learners of different reading abilities and teachers' reading lessons plans cover appropriate reading strategies.

Classroom practice: Teachers and learners arrive punctually and literacy contact time is observed, teachers get learners to read, teachers use appropriate teaching reading strategies and use reading resources effectively.

Assessment: Learners are assessed according to appropriate reading strategies, teachers to use a variety of assessment forms, formal assessment tasks are of acceptable standards and results are analysed to improve teaching reading methods and learners' reading abilities.

Learner-teacher support materials (LTSMs): Teachers are guided in selecting reading books and materials effectively, teachers and learners possess and use reading books and other materials, such as, posters, self-made resources productively, learners work are displayed in the classroom and proper records of LTSMs are kept.

Nkabinde (2012:40) points out that the success of any school lies on teaching and learning activities. Learners' performance is a reflection of classroom teaching and learning activities. This implies that HoDs should have the necessary competencies in curriculum for the realisation of the school's set goals. Monitoring teaching and learning is one of the key competencies that HoDs should possess in this regard. A visionary HoD will strive for delivery of appropriate content knowledge, giving standardised assessment tasks and using information observed from class visits to develop an effective instructional intervention programme.

2.2.4 Curriculum Support for the Teaching of English as a First Additional Language

Nieuwenhuis (2007:137) claims that the principal as an instructional leader must ensure that curriculum implementation is supported. What this implies is that instructional leadership should provide resources needed for the teaching of English as a first additional language in order to produce competent readers. According to Dornan, Rosen and Wilson (in Lipson & Wixson, 2013:252), characteristics of good English reading textbooks are; introduction that

arouses interests, messages that make the reader to think in a specific way, conclusions that summarise main ideas, enhance vocabulary and pictures that convey messages. The principal as an instructional leader should support English language teachers to strengthen the teaching of literacy by giving curriculum support. They should organise literacy workshops, procure suitable resources and enter their schools in literacy and reading competitions. The Gauteng Department of Education (2010:17) supports the teaching of literacy in the following ways:

Literacy Milestones: Teachers need to be guided on how to design English reading lesson plans in line with Curriculum and Assessment Policy Statement (CAPS) and Foundation for Learning in order to attain expected reading levels in the foundation phase.

Provision of literacy resource packages: Teachers should be assisted to select and use high quality English reading textbooks, workbooks and readers.

Learner Support Literacy Programmes: Reading programme should not only be school based, they need to be extended outside the school. Principals should co-ordinate outside school activities, such as, reading at home, parental and community involvement and establish links with local libraries.

Coaching: There should be teaching reading trainings which are aligned to curriculum policy guidelines and the literacy materials. Capacity building workshops need to be conducted for English teachers around new teaching reading practices.

Management of literacy teaching and learning: Leadership and management of classroom practices, in particular teaching reading is essential for the purpose of enhancement of reading competences and accountability. Principals have to ensure that HODs and teachers use correct reading assessment techniques, there is proper use and monitoring of reading resources and continuous implementation of the reading programme.

2.2.5 Professional Development for language Teachers

According to Adams (in Steyn, 2007:224), professional development covers various activities which are designed to enhance the growth and professional development of educators. In this study, professional development refers to participation of SMTs and teachers in various developmental programmes which enhance their management styles and teaching techniques. Mavuso, Boaduo and Babitseng (in Boaduo, 2010:76) state that teachers' professional needs, knowledge and skills should first be identified and analysed. This serves as a point of departure for their ongoing professional development programme. In order to achieve better learner reading achievement, the government needs to initiate language teachers'

development workshops on how to teach reading. Such workshops should cover areas, such as, application of different teaching reading approaches, utilization of reading materials and good classroom language practices. Stakeholders in education need to select the appropriate in-service education and training (INSET) programme suitable for teachers at their various schools so that the intervention strategy can attain its planned purpose. Every school should determine its own professional development needs so that its developmental programme becomes effective.

Other ways of professional development are registrations through international, national and local professional associations. Teachers will be able to attend conferences, workshops and face-to-face events on teaching reading and language assessment issues. In addition, teachers will be able to get published conference materials in various forms, such as, audio or videotape, DVDs and CD-ROM (Coombe, Davidson, O'Sullivan & Stoyhoff, 2012:126).

Coombe *et al.* (2012:127) assert that teachers can enrol for distance learning with colleges and universities. This includes taking computer-aided or internet-based course, such as, state-of-the-art videoconferencing technology. Language teachers can do assessment coursework through personal computers and computer technology, irrespective of where they are staying. The Lancaster University Language Testing is one of the institutions that offer short-term summer courses in languages. It offers an intensive two-week programme in language assessment. The American University in Washington, D.C., also offers a summer institute on teaching English to Speakers of Other Languages (ESOL). This course focuses on language assessment.

Continuous professional development of English language teachers depends on individual and group development professional activities. Effective professional development strategies include peer coaching, study groups, action research, mentoring, teaching portfolios, team coaching and in-service training. Teachers need assistance and support from their peers and managers so that they can exchange experiences which will help them to make reflection of their own teachings. Supervision by SMTs also serves as a co-operative problem-solving process in English teachers' professional development. Principals also play a supervisory role in teachers' professional growth by encouraging them to register with institutions of higher learning (Hismanoglu & Hismanoglu, 2010:17).

2.2.6 Educator Appraisal for Teaching Reading

According to Coerns and Jenkins (2000:123), performance appraisal is when the supervisor takes responsibility for the development of the subordinate and exercises that responsibility through a discussion of strengths and weaknesses of the subordinate. In relation to this study, SMT members need to be responsible for the development of the English teacher by observing the teacher teaching a reading lesson and thereafter having a discussion with them on strengths and weaknesses observed in order to develop a personal growth plan on areas of weaknesses. This implies that the instructional leader together with the teacher should have an open, constructive discussion to discuss the evaluation process and a personal development plan to improve the teaching of English reading. The performance standards which should be given particular attention during appraisal are; (1) creation of a positive learning environment, (2) knowledge of curriculum, (3) lesson planning, preparation and presentation, and (4) learner assessment (Education Labour Relations Council, 2003).

Steyn and Van Niekerk (2007:250) state that there are two different approaches to appraisal. Both approaches focus on improving the quality of teaching in the classroom. However, the approaches differ extensively. The first approach is judgemental and more threatening, while the second is developmental. Table 2.1 summarises the differences between the two approaches.

Table 2.1: Approaches to educator appraisal

The Judgemental approach	The Developmental approach
1 Focuses on weaknesses	1 Focuses on strengths
2 Appraisee not involved in process	2 Appraisee involved in the process
3 Summative – judgement is final	3 Formative – guidelines to improve practice
4 Emphasis on output/products e.g. lesson Plans, markbooks, records	4 Emphasis on process, contexts, teaching as a complex process
5 Tends to be negative	5 Tends to be positive

According to ELRC (2003:3), the Integrated Quality Management System (IQMS) evaluation of programme and practices plays a key role on ongoing improvement of educators. Evaluation should be an intergral part of the educational process. Sound evaluation practices must be based on a set of beliefs and principles that are congruent with the desired result. Three programmes, which need to be in place in order to enhance and monitor performance of the education system, are:

Developmental Appraisal (DA): Its purpose is to appraise individual educators in a transparent manner in order to determine their strengths and weaknesses and to develop programme for individual development.

Performance Measurement (PM): Its purpose is to evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives.

Whole School Evaluation (WSE): Its purpose is to evaluate the overall effectiveness of a school, including the support provided by the District, school management, infrastructure and learning resources, as well as the quality of teaching and learning.

The programme presented above, illustrate that IQMS is directly related to educator appraisal and instructional leadership because it appraises and ensures teachers' development. After teachers shall have been evaluated, their personal growth plans (PGPs) are developed. Personal Growth Plans are consolidated into School improvement Plan (SIP). The SMT, in particular the principal has a key role in the successful implementation of the SIP. The principal is accountable to the School Governing Body and the Department of Education on school improvement and development. In addition, the SMT has a legitimate responsibility to ensure that the school functions efficiently and effectively to attain its educational goals.

2.3 The Educational Value of Reading

Adeniji (2010:1) argues that reading ability determines the learners' success or failure at school. The habit of reading should be instilled in the learners in order for them to perform well in all subjects. Learners who read most have greater chances of performing well. The acquisition of reading skills promotes the acquisition of language skills such as listening, speaking and writing. Reading is indispensable, so it is imperative that learners should strive to make their best to be proficient in reading and to make meaning out of what they read. This problem does not affect primary schools only but prevails to all categories of readers (Adeniji, 2010:1).

Adeniji (2010:2) asserts that the main cause of learners' poor achievement in English is bad reading attitude. Reading problems need to be addressed. The government should involve teachers in working out effective ways of creating a vibrant reading culture and making the teaching profession stimulating. Appropriate techniques and materials in teaching reading should be used. In order to achieve this, the school, teachers and parents should work together to ensure reading performance improvement.

The Southern African Development Community- Module 3 (2000:14) contends that reading with a purpose makes learners to be skilful readers because they do not just only receive information but are able to think about it. Therefore, learners can read different types of materials in order to improve their reading skills and to acquire information on different subjects. The reading habit needs to be extended to out-of-school activities related to reading. Outside-school reading activities have the following purposes:

1. For pleasure, enjoyment and entertainment – learners can read various texts such as magazines, books, newspapers or text in electronic format on television and the internet.
2. For information – learners can read once or twice a week for informational purposes.
3. For experience – reading with the aim of learning about what is happening in other parts of the world.
4. To satisfy curiosity – reading materials that make learners to get information on something

2.4 Teaching and Assessing Reading of English as a Foreign Language

This section discusses teaching and assessment of reading English as first additional language in the Foundation Phase. The learners' ability to read in the Foundation Phase is an essential part of their success in learning. This implies that teachers should ensure that when learners exit the Foundation Phase, they master basic reading skills (Owen-Smith, 2012:7). Reading assessment helps to evaluate learners' reading progress, to discover if the reading programme implemented is appropriate and to identify learners with reading problems, and the extent they struggle with reading skills (DoE, 2008c:35).

2.4.1 Teaching reading in English to learners in the Foundation Phase

The ability of learners' to read in the Foundation Phase is an essential part of their success in learning. This implies that teachers should ensure that when learners exit the Foundation Phase, in which the last grade is Grade 3, they master basic reading skills. Once learners are equipped with basic reading skills, they will be able to link text symbols with sounds, translate words, recognise words, use visual print and define words (Owen-Smith, 2012:7). This implies that, as learners encounter problems of insufficient language vocabulary when they are taught to read in the First Additional Language, they may find it difficult to translate what they are reading into understandable language and attach appropriate meaning to it.

In South Africa learners start using English in Grade 4 as the Language of Learning and Teaching (LOLT). This implies that by the end of Grade 3 they should be able to read and write well in English. Their literacy competence level needs to be increased in Grade 2 and 3. In order for the learners to progress faster in English they need to transfer many literacy skills from their home language. Learners' home language literacy skills serve as a good basis for English as First Additional Language. For example, if learners are taught reading well in their home language, they can use this skill when reading English (DBE, 2011b:8).

According to Meirim, Jordaan, Kallenbach and Rijhumal (2010:43), learners develop high competence levels in literacy more effectively where teaching occurs in both the Home Language and the First Additional Language. In some parts of Limpopo Province, for example, English is taught as a subject and as a First Additional Language, while Sepedi is taught as a Home Language and Language of Learning and Teaching in Grade 3. Therefore, it is the responsibility of the Foundation Phase teachers to facilitate the learning of both languages.

English, as the Language of Learning and Teaching helps learners to understand and perform well in other school subjects. Foundation Phase is the starting point of early literacy skills. In order for effective reading to take place, it is essential that proper reading strategies be in place. However, the introduction of the first three skills, namely, knowing letters, knowing letter-sound relationships and reading words takes place in Grade 1. In Grades 2 and 3, learners need to be taught to read connected sentences (Howie, Venter, Van Staden, Zimmerman, Long, Du Toit, Scherman and Archer, 2008:39).

Teaching Reading in the Early Grades (DoE, 2008) is a teachers' handbook, which aims to assist with the teaching of reading and writing so that every learner becomes a skilful reader and writer. In the Foundation Phase the book covers the programme called the "Literacy Learning Programme". The target in this phase is to lay a foundation for reading, writing and basic literacy skills (DoE, 2008c:1). This handbook as a strategy for reading states that the teachers' role is to plan and implement an effective reading programme. In developing learners to become skilful readers, the book outlines several activities the teacher has to carry out. These activities include modelling reading in shared and guided reading lessons; teaching learners to use various reading strategies; creating stimulating reading environment;

using whole-class shared reading and independent reading; and, using various assessment strategies to discover individual learners' needs and cater for them (DoE, 2008c:7).

Tiemensma (2007:75) maintains that the key role of the principal is to ensure that the school has competent teachers who are able to create a literate and reading culture. The principal as the main driver of the schools' reading programme needs to expand opportunities for the teachers. Such opportunities include the involvement in learners' literacy activities, on-going professional development and sharing the schools' reading programme with the parents and the entire community. Principals need also to ensure that schools have their own libraries and where there are community libraries, teachers and learners should be encouraged to use them all the times.

Other factors that considerably influence the learners' reading literacy achievements in the first additional language are the following:

Socioeconomic factors: Mostly children from small families have better reading competencies as they have reading materials and their parents are educated (Geske & Ozola, 2008:76).

Teachers' knowledge, expertise and qualifications: Teachers who do not have hands-on teaching reading techniques and suitable qualifications experience difficulties in classroom practices (Calderon, Slavin & Sanchez, 2011:114).

Home Language instruction: Learners who are taught reading first in their home language turn to have difficulties when reading shifts to the first additional language (Goldenberg, 2008:42).

Parental support: There is delay in the development levels of children who do not get support from their parents and family members to read more while at home (Calderon *et al.* 2011:115).

Library use: Primary schools without libraries generally tend to perform below the acceptable reading levels. Furthermore, schools that have not established links with local community libraries experience challenges in instilling a culture of reading amongst learners at an early age (Gauteng Department of Education, 2010:20).

2.4.2 Assessing reading in English in the Foundation Phase

Reading assessment is a planned evaluation strategy which the teacher implements to determine whether learners have achieved their full potential in reading. It as well assists the

teacher to discover the reading developmental levels of learners. The teacher is able to develop various reading strategies through reading assessments, such as, in large groups, small groups or individual according to the learner's needs. Reading assessment helps to evaluate the learner's reading progress, to discover if the reading programme implemented is appropriate and to identify learners with reading problems, and the reading skills they struggle with (DoE, 2008c:35).

According to Cullingford (2001), the reading programme should spell out the areas of strengths and weaknesses of the learners. It should also outline what information they are able to get and analyse from what they shall have read. In assessing learners, Cullingford (2001:172) argues that:

Teachers should constantly diagnose children's abilities: not allowing an initial impression to influence their attitudes, but must be concerned with the children's attitudes as well as skills. The teacher needs to find ways of assessing the individual learner by making criteria reference marks with criteria being different for each individual child's needs. It is possible to concentrate on one weakness to make a difference, not at a stroke, but by the use of a variety of techniques. The teacher then finds that other weaknesses are overcome at the same time, but the correction of one palpable fault gives children increased confidence.

During the "Foundation Phase Conference" held from the 30 September to 1 October 2008 at Mokopane, Limpopo, Professor Sandra Hollingsworth delivered a paper on the topic: "Developing Instructional Approaches based on Early Grade Reading Assessment: Lessons from Mali and Niger" (DoE, 2008e:11). She stated that the Early Grade Reading Assessment of primary learners' literacy abilities in Mali and Niger alluded that foundational literacy has to be taught by very experienced teachers. She said learners should learn to read in the first school years in their home language. Furthermore, young learners literate in their home language have the cognitive skills and conceptual knowledge to acquire an additional language more quickly. This suggests that, mastery of home language skills serve as a good foundation for learners to acquire the first additional language, which is English in this case. According to the DoE (2008e:12) the teacher should ensure that the skills assessed by the Early Grade Reading Assessment are;

- Text decoding
- Reading speed and accuracy
- Text discussion and understanding

Gove and Cvelich (2010:17) maintain that correct assessment of early grade reading is the basis for the learners' ability to perform well in other school subjects. In line with Early Grade Reading Assessment approach the reading skills focus on three early stages of reading acquisition which learners need to acquire which are the following:

Table 2.2: Early stages of Reading Acquisition

Stage	Test Component
Stage 0: Emergent Literacy Birth to grade 1	<ul style="list-style-type: none"> - Concepts about print - Phonemic awareness - Listening comprehension
Stage 1: Decoding Beginning grade 1	<ul style="list-style-type: none"> - Letter naming - Letter sounds - Syllable naming - Nonsense word reading - Familiar word reading
Stage 2: Confirmation and Fluency End of grade 1 to end of grade 3	<ul style="list-style-type: none"> - Paragraph reading (Oral reading fluency) with comprehension - Dictation

Source: Gove and Cvelich (2010:18)

The Table 2.2 depicts reading skills that learners need to acquire from birth up to their first schooling years, which is up to the end of Grade 3. It stipulates the five foundational reading skills that learners need to master in detail and what has to be assessed. The importance thereof of specific assessment areas according to different stages is that the schools' ability to teach reading serves as a determining factor for the quality of education. If assessment is done properly it will help curriculum planners to revise the curriculum and equip teachers with effective teaching reading methods.

2.5 Curriculum and Assessment Policy of English

2.5.1 Curriculum and Assessment Policy of English in South Africa

The National Curriculum Statement Grade R-12 was amended in order to improve curriculum implementation. This led to the introduction of Curriculum and Assessment Policy document in January 2012. This document replaced Subject Statements, Learning Programme

Guidelines and Subject Assessment Guidelines from Grade R to 12. A single detailed document known as Curriculum and Assessment Policy Statement (CAPS) was introduced for each subject. In the Foundation Phase we have English First Additional Language CAPS, which is for the Foundation Phase. This phase is from Grade 1 to 3 (DBE, 2011b:1). This Curriculum review (CAPS) Grades R to 12 is a policy statement to be implemented in all South African schools for English teaching and learning. Therefore, the principal as an instructional leader has to ensure performance improvement in English as a First Additional language, in particular reading. In order to comply with policy the principal has to ensure that English teachers are provided with the following documents;

- CAPS English First Additional Language Foundation Phase document: it outlines different language learning contexts, time allocation, assessment and language skills (DBE, 2011b:1)
- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12 document: it outlines curriculum frameworks, core syllabuses, education programme, learning standards, examinations and the certification qualifications (DBE, 2011c:1)
- National Protocol for Assessment Grades R-12 document: it outlines school assessment management, school assessment records, learner profiles requirements, teacher files, report cards, record sheets and schedules. It also covers assessment policy on School Based Assessment, Practical Assessment Tasks and examinations (DBE, 2011d:1)

Foundation Phase teachers have to ensure that oral language is given attention in Grade R and 1 in the First Additional Language as children will be learning to read and write in their Home Language. In Grade 2 and 3, attention should be given to literacy development in the First Additional Language. At this level sound literacy competencies will be beneficial for children who will be using English as Language of Learning and Teaching in Grade 4. Better understanding of literacy in the First Additional language in Grade 2 and 3 will make reading and writing in other subjects and the use of English textbooks in the Intermediate Phase easier. This needs high literacy competencies, such as, broad vocabulary in English. Reading extensively will expand learners' opportunities to their additional language (DBE, 2011b:12). The Department of Basic Education (2011b:8) asserts that in South Africa many children start to use English as the Language of Learning and Teaching in Grade 4. By the end of

Grade 3 learners should, therefore, be proficient in English. This implies that they need to be able to read and write well in English. Therefore, their literacy skills should be accelerated in Grades 2 and 3. The First Additional Language CAPS takes advantage of learners' literacy skills in their home language. For example, activities such as guided reading that are introduced in the Home Language in Grade 1 are introduced in the First Additional Language CAPS in Grade 2. This is what is called 'additive bilingualism'. It means developing a strong literacy foundation in the Home Language first and thereafter building First Additional language literacy.

According to Department of Basic Education (2011b:6) time allocation in the Foundation Phase should be as follows:

Table 2.3: Instructional Time in the Foundation Phase

SUBJECT	GRADE R (HOURS)	GRADE 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
TOTAL	23	23	25

Source: Department of Basic Education (2011b:6)

Instructional time for Grade R, 1 and 2 is 23 hours and for Grade 3 is 25 hours per week. Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum 2 hours and a maximum of 3 hours for First Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language. With regard to teaching reading, Table 3 shows that more attention is given to enhancing oral language in Grades R and 1 in the Home Language when learners learn to read. But in Grades 2 and 3, attention is further given to enhancement of literacy in the First Additional Language. It implies that as learners progress to Grades 2 and 3 they are exposed to more challenging

reading texts so that their vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation can be enhanced.

The following time allocations for languages were planned to take effect from 2012 (DBE, 2011b:6). For Language in the Foundation Phase time will be determined by the language context of the school. Schools can choose whether to give relatively more or less time to the Home Language and First Additional Language, depending on the needs of their learners. The minimum time for the Home Language and First Additional Language is provided in brackets in the following tables:

Table 2.4: Instructional Time for Home Language and First Additional Language

	Home Language	First Additional Language
Grade 1	8(7) hours	3(2) hours
Grade 2	8(7) hours	3(2) hours
Grade 3	8(7) hours	4(3) hours

Source: Department of Basic Education (2011b:9)

The Department of Basic Education does not prescribe how to break the time into different components, although the following suggestions are made for each grade:

Table 2.5: Maximum Instructional Time for First Additional Language

	Grade 1	Grade 2	Grade3
Listening & Speaking	1 hour 30 min	1 hour	1 hour
Reading & Phonics	1 hour 15 min	1 hour 30 minutes	1 hour 30 minutes
Writing	15 minutes	30 minutes	1 hour
Language Use			30 minutes
Total	3 hours per week	3 hours per week	4 hours per week

Source: Department of Basic Education (2011b: 9)

Table 2.6: Minimum Instructional Time for First Additional Language

	Grade 1	Grade 2	Grade 3
Listening & speaking	1 hour 30 minutes	45 minutes	1 hour
Reading & Phonics	30 minutes	45 minutes	1 hour
Writing		30 minutes	30 minutes
Language use			30 minutes
	2 hours per week	2 hours per week	3 hours per week

Source: Department of Basic Education (2011b: 9)

Table 2.7: Formal Assessment Activities

Grade	Subject	Term 1	Term 2	Term 3	Term 4	Total
1	First Additional Language	1	1	1	1	4
2	First Additional Language	1	1	2	1	5
3	First Additional Language	1	2	2	1	6

Source: Department of Basic Education (2011b:10)

Tables 2.3 to 2.7 above give a reflection on compliance in terms of how SMTs should manage teaching and learning. In addition, they regulate how teachers should conform to stipulated time allocations in various Foundation Phase subjects. In implementing the curriculum, the tables govern how time should be used as prescribed in the CAPS English First Additional Language document. An indication is also shown on how schools could determine different times of offering home language and first additional language. Suggestions on how different language aspects could be allocated times are shown. Lastly, formal assessment activities administration across different terms is depicted.

2.5.2 Curriculum and Assessment Policies of English in International Countries

According to Mbhalati (2012:17), Bill Clinton, the President of the United States of America in 1997, initiated a voluntary national reading test. The State was to provide funding towards the reading programme in order to improve teachers' reading instruction training. Policy makers decided on the best ways to address the reading problems. The Reading Excellence Act of 1998 was passed through the implementation of the research-based classroom instructional practices. Its aim was to improve learners' reading abilities as the reading

methods used were changed as they had been informed by research conducted. The government funded State and local agencies to ensure that the programme attains its goals. In addition, Coombe *et al.* (2012:76) assert that in 2001, the Federal Elementary and Secondary School Act also known as “No Child Left Behind” was passed in the United States. It had a major contribution on education and language policy. It resulted in States having to develop English Language proficiency standards and administration of language proficiency annually. The language standards provided guidance on how learners should be developed in English. The advantages of the language standards were the following: (1) teacher-friendly document to use in the classroom; (2) description of language learning and learner progress; (3) collaboration in planning, delivering and evaluating instruction by differentiating language; and, (4) allowing teachers to apply a uniform criteria to analyse results.

Lessow-Hurley (2009:2) indicates that countries such as Canada, Belgium, Finland, Cyprus, India, Israel and Ireland are officially bilingual and multilingual. This means that more than one language is used for communication in government offices and for teaching in the schools. As a result of the utilisation of many languages, different countries have different policies on language use. In India, Hindi is the official language and is largely spoken, but other fourteen languages and English are constitutionally recognised. In 1997, Chinese rule replaced the use of English as the language of instruction and considered it for business purposes. In Canada, the passing of the Official Languages Act in 1967 led to dual language instructional programmes in Heritage Languages and English (Lessow-Hurley, 2009:4). The goal was to transit children from primary languages to English as a second language.

In India, the Pratham’s Annual Status of Education Report (ASER) conducted in 2005 and 2006 led to the launch of “Read India” in 2007 (Gove *et al.* 2010:34). “Read India” is a campaign that ensured that all Grade 1 learners know alphabets; all Grade 2 learners can read words and all Grade 3-5 learners can read simple texts fluently. It established links between teachers and communities. Pratham teams introduced a phonics-based approach of teaching reading to teachers and community volunteers. The programme supplied teaching materials such as alphabet cards, sound charts and simple stories. The phonics-based approach gave learners the opportunity to engage with the letters, sounds and words on their own. This happened as they were allowed to “say anything, write anything” in order to make them independent rather than have their teachers dictating to them.

2.6 Essential Elements in Reading Instruction

Language teachers should have a keen interest in teaching learners English reading. Learning to read in English as a First Additional Language is essential for teachers and learners. It is used for various daily-life activities, such as, learning, social interactions and international communications. Therefore, English learners learning to read should cover the essential elements of reading. This section covers early literacy, word recognition, vocabulary, fluency and comprehension (DoE, 2008c:11).

2.6.1 Early Literacy

Early literacy typically refers to discrete “basic skills” that are foundational to fluent reading, such as letter knowledge, phonological awareness, concepts of print, naming of letters, colours and objects to determine acquisition rates and prediction of later achievement (Daly, Chafouleas & Skinner, 2005:25). It determines how and when phonological knowledge can begin to be taught in effective ways that will optimise skilled reading development. Emergent literacy, depicted in Table 2.8, refers to an informal literacy awareness that happens prior to formal teaching and learning which results in print awareness (Daly *et al.*, 2005).

Table 2.8: Areas of Emergent Literacy

Area	Definition	Examples
Awareness of print	Knowledge of the conventions, purposes and uses of print	Print, not pictures, tells the story or provides a message
Relationship of print to speech	Understanding the physical, situational and structural differences between oral and written language	Oral conversation is distinguished from a “read” news item
Comprehension of text structures	Knowledge about grammar and organisation of stories	Oral language expresses and explores, whereas written language prompts comparison and analysis
Phonological awareness	Sensitivity to the sounds in oral language	Early skills include rhyming, alliteration and sentence segmentation

Letter knowledge	Knowledge of the alphabet and related sounds	The child is exposed to and “plays games” with alphabet books, blocks and shapes
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Source: Daly *et al.*, (2005:25)

According to Peregoy and Boyle (2013:177), it means that children start developing written language knowledge from the first time they discover how to read and write at home and during their preschool years. This implies that literacy development goes hand-in-hand with spoken language development. As children interact with different social reading and writing environments, they start to discover the way written words are used. The written words will be on lists, notes, letters, storybooks, road signs, product labels, magazines and various print media. Through observation, children start understanding the functions and forms of print. Gradually they, start to use the pencil, paper and books at their disposal. They try to write drawings, scribble and other forms of writing that are nearly accurate to conventional writing.

Table 2.8 in practical terms shows the following:

- *Print awareness*: When children start school, they might not have an awareness of print in English, especially if they are from home situations wherein their home language is not English
- *Relationship of print to speech*: Speech is a building block towards early reading because children’s knowledge of words influence the ability to learn reading a great deal
- *Comprehension of text structures*: Children should understand word meanings, sentence constructions and how text works
- *Phonological awareness*: It is essential for English reading. It refers to breaking down speech in smaller units, such as syllables and phonemes; and
- *Letter knowledge*: Children who come to school already knowing alphabets turn not to encounter many reading problems

2.6.2 Word Recognition

Word recognition refers to the competencies that readers use to recognise and read words (DoE, 2008c:13). Phonics and sight words are the two main elements in word recognition. Phonics means using understandable language to translate words by breaking them into syllables and letters (Jennings, Caldwell & Lerner, 2010:17). Phonics teaches learners the

relationship between the letters of written language and individual sounds of spoken language. The relationship between spoken sounds and letters teaches learners to read and write words (DoE, 2008c:13).

Sight words are also known as “look and say” words. Learners are able to recognise a word by its shape, length and other features through sight words (DoE, 2008c:14). The challenge in English literacy skills teaching is that most words cannot be phonetically encoded or decoded. Effective reading is introduced through phonics. Palmer and Bayley (2005:58) assert that sight words should always be recognised as wholes. In formal reading, children should be told that phonics do not work in certain common words. So, they recognise how to spell them wholly. Sight words refer to words, such as, *I, look, said, you, are, they, come, my, all, was, of, the, to* and the words *families, we, me, she, he, no, and go* (Palmer *et al.* 2005:58).

English has twenty-six letters of the alphabet, forty-four phonemes (sounds) and 120 graphemes (letters and combinations of letters). These variations explain why the teaching of phonemic awareness and phonics takes longer in English than in African languages. In English, for example, the sequence of letters “ough” can sound differently depending on whether they are used in “ought” or “through” for example. This does not happen in African languages or Afrikaans (DoE, 2008c:13).

2.6.3 Vocabulary and Fluency

Vocabulary means oral and written knowledge of words and their meanings (Gove & Cvelich, 2010:5). On the other hand, fluency refers to reading speed, accuracy and expression achievement (Gove & Cvelich, 2010:5). In primary schools an effective reading instructional strategy known as Story Innovation can be used to support learners’ vocabulary and fluency development. Story Innovation helps learners to enjoy writing and reading in a scaffolded structure. It creates a new text that is easy for their reading wherein the original story is well understood and the new vocabulary that creates the innovation is acquired. Story Innovation involves a close relationship between vocabulary and oral reading fluency; it gives all readers an opportunity to be successful (Griffith & Ruan, 2007:334). Unfortunately, story innovation is not implemented in many primary schools (Griffith & Ruan, 2007:334). Teachers can use this strategy to support learners with difficulties in reading language. Three methods have been identified and used simultaneously during planning by teachers for the successful

implementation of the strategy (Griffith & Ruan, 2007:334). They include, determining the way in which a story might be innovated, familiarising learners with the sentence and episode patterns within the story to be innovated and developing learners' oral vocabulary around a topic that interests them and will later be used in the story innovation.

Griffith and Ruan (2007:337) maintain that the innovated text is appropriate for use to develop the learners' oral reading fluency. Learners need to achieve high levels of accuracy, speed and speech rhythms in order to read fluently. Text structure and language patterns play a great role in assisting with fluency development. This happens as learners are motivated to read more often the story they created and it fits into their reading level. Therefore, the teacher needs to follow the following steps in enhancing their fluency levels;

- Read the innovated text aloud
- Point each word while reading
- Model fluent reading
- Read with rich expression
- Pay attention to speed, phrasing, stress, intonation and punctuation

2.6.4 Comprehension

Comprehension refers to the understanding and attachment of meaning of what has been read or heard (Opitz, Rubin & Erikson, 2011:209). The significance of reading is comprehension and the significance of comprehension is learning. The ability to read and understand determines learners' success or failure. Some primary school learners struggle to read and understand despite the fact that reading is a necessity. The aim of any reading programme is to build a solid foundation that is beneficial to learners in their academic life throughout their entire life. One of the major causes of learners' poor performance in English and other school subjects is their lack of comprehension (Adeniji, 2010:2). McLaughlin (2012:14) emphasises that the teaching of comprehension skills should start at the lower grades of the learners' schooling. Comprehension strategies and skills that can improve the learners' reading ability include the following (McLaughlin, 2012:13):

Previewing: probing prior knowledge

Self-questioning: guiding reading through questions

Making connections: linking reading to one's world

Visualizing: mental images formulation

Knowing how words work: the use of the graphophonics, syntactics and semantics to understand new words

Monitoring: clarification through strategic ways to accommodate the response

Summarizing: putting together important ideas

Evaluating: analysing the text

Good comprehension is an important reading skill. Teachers should support learners in acquiring appropriate strategies to improve their comprehension. Jennings *et al.* (2010:286) suggest that teachers use the following strategies to accelerate active and accurate reading:

- Tell learners what is good and exciting about the story before reading
- Briefly tell the learners about the author to show them that the stories are written by real people
- Link the learners lives with events in the story
- Ensure that the learners do not get lost in the process of reading the story
- If they are lost they should stop, reread, look at pictures, ask themselves questions, retell what they have read so far or ask for help

2.7 Five Reading Strategies

Reading strategies are effective ways of addressing the learners' inability to understand written or printed words (DoE, 2008c:19). Problems such as, word meanings and understanding the text are given attention through different reading strategies. They help the English teacher to develop learners' reading skills. Furthermore, learners will be able to understand how the English language functions, attach meaning to written text and to read independently (Herrell & Jordan, 2012:141).

2.7.1 Shared Reading

Shared reading is a whole class reading activity in which the teacher and learners read together using a *Big Story* book (Vukelich, Christie & Enz, 2008:89). *Big Story* books are enlarged, have visible print and the teacher uses it in shared reading so that learners clearly see every written word or pictures (DoE, 2008c:21). Reading for meaning and comprehension in shared reading are an integral part in modelling and teaching reading skills. This reading strategy expands opportunities for the teaching of comprehension as it enables the teacher to control the reading pace and discuss the whole text meaning. Bold words are used in 'Big

Books' so that learners could read with ease. Each learner must have a copy of the text so that when the teacher reads aloud they follow (Read Educational Trust (2), 2008:4).

Shared reading is implemented in the following ways (Vukelich *et al.*, 2008:94);

Before reading: The teacher draws the learners' interest by introducing the title of the text and asking questions which link the text to learners' previous knowledge and experiences. It is also essential to explain illustrations to develop learners' visual literacy.

During reading: The teacher should point out the text for learners to follow. It is also important that reading should be modelled using punctuation to guide tone and pace and expressions to make meaning and consideration of illustrations to be taken into account.

After reading: ask questions about the main characters and the sequence of events to ensure that learners understand the text

2.7.2 Guided Reading

Guided reading is a teacher directed activity. The teacher works with a small group of learners who talk, read and think their way through a text. The teacher uses the reading skills that learners have already learnt to assist them to read and understand the text. It occurs while the rest of the class is engaged with independent reading and writing activities (Herrel & Jordan, 2012:160). In the Foundation Phase the teacher reads each day with a different group of learners so that each group has a guided reading lesson at least once in a two week cycle. It is important to create additional times for remediation, either in the morning or after normal school lessons. If done regularly, guided reading can be effective. In guided reading learners can be grouped according to their reading abilities or individual needs such as reading barriers (DoE, 2008c:27). Guided reading is implemented in the following ways, according to Fellows and Oakley (2010:235)

Before reading: Briefly explain the text, where necessary using illustrations. The teacher gives purpose for reading the text, for example, to get specific information.

During reading: The teacher reads the book with learners; reads a sentence and learners follow; reads the book aloud and learners follow; checks if learners can read most words; and finally, reads difficult words if a learner gets stuck.

After reading: The teacher talks about the text with the learners and assist them to make meaning about what they have read by asking questions such as the following: Can you summarise the text? What was the main idea in the text? Which part/picture/character did you like best and why?

2.7.3 Reading Aloud

Reading Aloud is a whole class activity where the teacher reads a text aloud to the learners. It aims to develop the love and enjoyment of reading as well as vocabulary. Various texts can be used for Reading Aloud, for example, stories, poems, non-fiction books pages, short newspaper or magazine articles. It should happen daily in the early years of reading to instil in learners the interest of reading books (Maswanganye, 2010:27). This implies that when teachers and family members read stories to learners frequently, their oral language development will be enhanced faster. They will also learn most new words and how sentences are constructed. Reading aloud is implemented in the following ways (Opitz, Rubin & Erikson, 2011:121):

Before reading: The teacher introduces key vocabulary words each written on a card or paper one by one, orientate learners to the book by telling them the main characters and what type of text is to be read, if the text is a book talk about the picture on the cover and ask them to predict what the story will be about and probe their prior knowledge by relating the text to their own knowledge and experiences.

During reading: The teacher models reading to keep the learners' attention, making the story interesting by using different voices for different characters, keeping eye contact with the learners, using pauses and dramatizing. Where necessary, the teacher should show pictures and ask the learners questions that will emerge with predictions.

After reading: The learners demonstrate their understanding of the message of the story by talking about the story, characters and events.

2.7.4 Group Reading

Group reading is a strategy for developing and improving learners' reading skills by giving them accelerated support in reading practice. Learners sit in small groups, usually six in a group and together read the same text. The groups may be of different abilities such as strong, average and weak readers. Sometimes the group may be of same ability learners. In Group reading, the text is first read aloud with each group member having a role to read a paragraph or page. After the learners shall have completed reading, they discuss the book together and do after reading activities (DoE, 2008c:26).

Group reading according to Read Educational Trust (5) (2008:6) is a process with stages. At the beginning of the process, the teacher divides the class into groups, chooses group leaders, arrange texts with workcards, group leaders collect the books and work cards before the lesson and a signal is used to show the starting or finishing of a group reading lesson. As the lessons starts, the teacher gives a set of texts to each group. By the end of group reading each

group leader reports back to the class which discusses the questions or comments related to the text. The group leaders or the teacher then fills in a *Group Reading Control Sheet* and collects the sets of texts ready to be used for the next group reading lesson.

2.7.5 *Independent Reading*

Independent Reading is a purposeful planned activity which takes place when learners choose their own books and read on their own at their reading level (DoE, 2008c:27). They can choose the books from the Reading corner or library. The teacher should guide them to choose appropriate books that they can read with success. The aim of the reading strategy is on fluent reading and meaningful reading. Learners can read silently, read to a peer or a parent. The choice of the right book for the right learner is of utmost importance for the learners' success in independent reading (Charlton, 2005:66). In teaching learners to read independently the teacher needs to instil a sense of confidence in them. Learners have to relate pictures to the text in their books. Throughout the year learners should be given the opportunity to read many books and other forms of text. The teacher should also assess if learners are able to gather information from what they have read. Parents and other family members have to observe and assist Foundation Phase learners to read every day (DoE, 2008c:27).

2.8 *Strategies to address the Literacy Problems*

These strategies are related to this study because they provide effective and reliable support to SMTs, teachers and learners on how literacy and reading should be improved. Furthermore, they assist teachers in enhancing learners' English First Additional Language proficiency and exposing them to standardised assessment forms.

2.8.1 *National Reading Strategy*

In 2001 and 2004 two national systemic evaluations were conducted by the Department of Education to evaluate literacy and numeracy standards in primary schools. The results of the evaluations expressed poor standards of reading competence in the whole country. Most learners in South African schools cannot read. As a way of establishing the causes and ways of addressing low levels of reading, the Department of Education came up with the National Reading Strategy. Some of the discoveries made about literacy problems in South Africa are schools without libraries or poor libraries and children do not have opportunities for reading at home due to non-availability of books (DoE, 2008b:4).

The primary aim of the National Reading Strategy is to ensure that the reading skills of learners are improved. It is the Minister and Department of Education's management tool to improve the reading levels of learners. The National Reading Strategy is inclusive because it accommodates all learners, including those with learning barriers in public or special schools. It focuses mostly on the reading skills development of primary school learners but emphasises that learning continues until high school and beyond. The intended outcome of the strategy is that by the end of Grade 3 all learners should have acceptable reading competences (DoE, 2008b:5). To address reading problems, the National Reading Strategy requires the involvement and commitment of all role players, namely, learners, teachers and parents (DoE, 2008b:12). Learners take the centre stage in the reading process and are expected to read fluently and with competence. Teachers' role is to teach reading effectively, while they need support of the SMTs in creating an environment conducive to such teaching. For their part, parents as well as other members of the community need to instil the love for reading books in their children. It is the responsibility of the Department of Basic Education to provide the necessary resources and support to teachers

2.8.2 Foundations for Learning Campaign

The Department of Education (2008a:3) states that the Foundations for Learning Campaign is a four-year campaign launched in 2008 to create a national focus to improve the reading, writing and numeracy competences of all South African children. It also ensures that all primary school learners write annual national assessments in Literacy and Mathematics to assess achievement of set targets through standardised tests. Department of Education (2008a:22) asserts that the campaign ensures that the Department of Basic Education and the nine provincial departments of education monitor its implementation through education district offices in the following ways:

- Support of principals, teachers and parents
- School visits once per term, frequent visits to schools that need more support
- Procurement of necessary resources and timeous delivery
- Ensure that regular tests are conducted and the results are reported to parents quarterly
- Enhanced support for Grade R teachers, parents and caregivers to enhance emergent literacy
- All South Africans play a role in the provision of quality education

2.8.3 Annual National Assessments

The Annual National Assessments (ANAs) are the standardised national assessments in literacy and numeracy in the Foundation Phase (Grade 1-3) and in languages and mathematics in the Intermediate Phase (Grade 4-6) and for Grade 9. The tests were initially conducted in 2008. Marking of the tests is done by schools and moderation by provincial departmental officials in selected grades and schools. The effective use of the Annual National Assessments therefore impacts positively on the learning outcomes in the following four key ways (Department of Basic Education, 2011e:48):

- Teachers are exposed to best assessment practices, which help them to develop their own standardised assessments
- The standardised nature of the assessments identifies primary schools that experience serious teaching and learning problems as well as poorly performing schools, which require remedial intervention.
- ANAs enable schools to take pride in their teaching and learning activities and well-performing schools can share their best practices with poorly performing schools in their district
- Parents are able to hold the school accountable for their children's education because if their results are poor they can ask the school questions on what went wrong and to become part in helping the school to improve their children's education

2.8.4 The Use of ICT to enhance learning

The use of one-to-one laptops in English as Second Language is becoming popular in Australian and United States schools. Teachers use visual instruction through laptops and LCD projectors in their English classes to improve their learners' language proficiencies. Teachers state that visual teaching makes their learners more interested in listening, following and understanding teaching easily and they learn better (Turgut, 2012:28). Besides visual teaching, teachers use their laptops to prepare lesson plans and to communicate with their colleagues and parents. They upload the plans to their school Webpages, wherein learners and parents can access these pages to find out the topics that will be covered during different school weeks. They also check e-mails daily as they are commonly used to communicate with teachers, parents and administrators (Turgut, 2012:35). Therefore, visual instruction exposes learners to advanced techniques of learning to read as it can be updated regularly to

suit their diverse needs. In today's audiovisually driven world, it is imperative for schools to use such devices as satellite and televisions to ensure access to language programme that serve as English Second Language sources. The devices ensure that learners are exposed to real and current real world issues of the original speakers. Teachers and learners can use reliable language sources to enhance teaching and learning such as televisions, quiz shows, cartoons, news clips, comedy shows, films, soap operas, songs and documentaries. When audiovisual programmes are selected, differences in learners' levels of proficiency needs consideration. For example, learners with low proficiency level seem to understand and improve their language through good cartoons and films (Bahrani & Sim, 2012:57).

2.8.5 Breakthrough to Literacy Programme

Breakthrough to Literacy Programme is a literacy project that is implemented in different schools within and outside South Africa (Phajane, 2012:28). The Molteno Project in South Africa, under the supervision of the *Institution for the Study of English in Africa* made substantial evaluation of English teaching in black primary schools which led to the adoption of this programme. The programme has been very effective in Britain (Phajane, 2012:28). It provides support materials such as sentence makers, cards, charts and reading books to enhance literacy and reading skills. The approach integrates four language skills, namely, reading, writing, speaking and listening into one lesson activity, rather than isolated parts. It also motivates learners to create sentences and stories from pictures and their personal experiences. Its teachers' manual guides the teacher to encourage learners to talk about their homes or pictures in the breakthrough conversation posters. For example, if teachers want to teach the word "mother" they ask learners to relate it to what happens in their home settings.

2.8.6 THRASS

"THRASS (Teaching Handwriting Reading and Spelling Skills) is a phonics teaching tool that has phonographic, multisensory approach. It uses a unique, analogous learning model that works with the structure of English, making language acquisition much easier and faster than more conventional approaches while maintaining linguistic correctness and sustainability" (THRASS information brochure in Goosen, 2013:16). It exposes learners to new phonics. Its programme units comprise forty-four phonemes (speech sounds) and one hundred and twenty key-graphemes (spelling choices) found in the English. THRASS has been introduced at many schools across the world in regions such as Asia, the Caribbean, Africa, USA, Europe and the Middle East (Goosen, 2013:44). This programme has become a

compulsory module for Foundation Phase student teachers at five universities, some of which are, Witwatersrand, Johannesburg and Pretoria (Goosen, 2013:47). Three of the THRASS reading goals are (Goosen, 2013:45):

- To improve the quality of reading instruction
- To initiate additional interventions for individual learners experiencing reading barriers; and
- To develop the love for reading among learners

2.8.7 Effective Strategies to Teach Reading among Unqualified Teachers

Research has indicated that the teaching of English reading as second language in primary schools in developing countries has attained low standard of reading (O'Sullivan, 2003:130). It includes countries such as Malawi, Namibia and Zambia. As a result effective teaching reading strategies were explored in order to develop training programme for primary school teachers. In Namibia, due to poorly resourced schools and little teacher training, a three-year In-Service Education and Training (INSET) programme was introduced. This programme was intended to improve the skills of unqualified primary teachers to teach English as a second language to learners in lower primary (Grades 1 to 4, six to nine year olds). The strategies include (O'Sullivan, 2003:134-138):

- *Needs assessment*: determination of the state of the teaching of reading in all schools, the impact of reading methods used and lesson observation of teachers teaching reading
- *Instructional structured reading lesson* in which teachers model and implement the reading lesson according in stages such as introduction, word study, teacher's reading, pupils' reading (class, group and individual), comprehension, silent reading and activity on conclusion
- *Bottom-up strategy* focusing on phonics and look-and-say to teach sight words, where words are written on a chart, displayed in the classroom and used for later revision
- *Top-down strategy* emphasising the use of contextual and pictorial clues as it is useful for methods of teaching reading to second language learners

2.9 Conclusion

This chapter presented the literature relating to the management of teaching and learning; different perspectives on how reading English as first additional language for grade 3 learners is taught and assessed. The strategies to improve an instructional programme or reading English as first additional language in the Foundation Phase were also reviewed. The next chapter will deal with research methodology for this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter highlighted literature review relevant to the research questions in this study. Literature review focused on the management of an instructional programme for reading English as first additional language for grade 3 learners. It was divided into different aspects which dealt with theories underlying the management of teaching and learning, practices relating to how reading English as a first additional language is taught and assessed and the strategies for improving an instructional programme for reading English as a first additional language.

This chapter provides an empirical investigation into the management of an instructional programme for reading English as a first additional language in Grade 3. In order to respond to the research question and achieve the aim of this study, a clear and scientifically accountable description of the research design and methodology will be discussed. The researcher will describe how the sample was chosen, data collection techniques applied and data analysis procedure followed. Strategies to ensure credibility and trustworthiness will be described as well as ethical issues considered in the collection of data.

3.2 Research questions

The aim of this study is to examine the management of an instructional programme for reading English as a first additional language in Grade 3. The main research question is: How is the instructional programme for reading English as a first additional language in Grade 3 managed? From the main research question above, the following sub-questions have been raised to guide the study:

- What theories underlie the management of teaching and learning?
- How is reading English as a first additional language taught and assessed?
- What strategies can be developed to improve an instructional programme for reading English as a first additional language in the Foundation Phase?

3.3 Qualitative research design and methodological issues

3.3.1 Research design

Babbie (2009:112) defines research design as involving a series of decisions regarding the topic, the research methods, the population and the purpose. He further points out that a research design is the process by which a study's perspectives are focussed. In this study, the researcher used qualitative research design to collect data from three primary schools. The design was appropriate for this study, as the researcher aimed to examine the management of an instructional programme for reading English as a first additional language in Grade 3. This means the approaches the researcher used to solve the research problem and answer the research question. Participants were able to give detailed information in relation to the research problem and research questions. Bloomberg and Volpe (2012:30) assert that qualitative research studies social phenomena. This is because qualitative research is interpretive and focuses on the lived experiences of people.

According to Lapan, Quartaroli and Riemer (2012:79) qualitative researchers mostly base their research questions on the following factors: (1) what has personal meaning to them; (2) what they read and discover to be gaps in the literature; and (3) what they perceive during their first exposure to the study field. As a result, the research questions for this study were investigated through a case study design. A case study research is an investigative approach used to explain phenomena in order to discover new and detailed understanding of the phenomena (Lapan *et al.* 2012:243). It concentrates on a particular case, for example, a group of events, issues or programmes and the interaction of people with the phenomenon. Therefore, the researcher regarded three Limpopo primary schools wherein SMTs and teachers are involved with instructional management and practices as relevant settings for this kind of study.

A case study design was chosen in this study as it enabled me to inquire in-depth the personal experiences of the research participants. This enabled the researcher to examine theories underlying the management of teaching and learning, to study how teaching reading English as a first additional language is taught and assessed and to develop strategies for improving an instructional programme for reading English as a first additional language in the Foundation Phase. This was to follow the view that a case study is specifically suitable for individual researchers as they are able to make an in-depth study of one aspect of a problem within a specified period of time (Merriam, 2009:43).

3.3.2 Research methodology

Mouton (2003:56) describes research methodology as the research process, tools and procedures to be applied and data collection methods to be used by the researcher. Qualitative research covers interpretive techniques that describe, decode, translate and give meaning of the phenomenon in the social context (Merriam, 2009:13). The main issue is to understand the phenomenon from research participants' viewpoints and not the researchers' viewpoint. Given the nature and characteristics of qualitative research, the following features are significant (Merriam, 2009:17):

- A questioning stance, Why are the things the way they are?
- High tolerance for ambiguity – one has to be comfortable with the flow of the inquiry and trust the process
- Being a careful observer – conducting observations systematically and through practice
- Asking good questions - ask well-chosen open-ended questions that can probe for more information
- Thinking inductively – data analysis needs one to move from specific raw data to abstract categories and concepts
- Comfort with writing – a report of qualitative investigation needs detailed writing since findings are presented in words

For this study, the qualitative method was chosen as the most appropriate methodology for the researcher in examining the management of an instructional programme for reading English as a first additional language in Grade 3. According to Stake (2010:88) qualitative research requires data that symbolises personal experiences in particular situations. The researcher chose qualitative research method so that he can gain a deeper understanding of the behaviours and experiences of research participants and their social contexts. Boyd (2007:1) states that “qualitative research is the systematic process of collecting information on what people say and do and create in their natural settings to discover the world as the people themselves see and experience it”. The preceding statement implies that, the Grade 3 teachers were observed to establish how they planned lessons, prepared lessons, arranged their classrooms, assessed learners' reading and the reading intervention support strategies they applied.

The methodological issues considered in this study covered the following:

3.3.2.1 Population

Gay, Mills and Airasian (2006:100) define population as the target group one intends to study. Furthermore, study population refers to a group of individuals on which a study focuses. It also includes schools (Lapan *et al.*, 2012:83). It is imperative that, there should be a relationship between the study population and the study topic, and the reasons why they are chosen. The population in this study consisted of three primary schools, School Management Teams members and Grade 3 teachers in Capricorn District, Limpopo Province.

3.3.2.2 Sampling procedure

Sampling is the process of selecting a few individuals from a bigger group population as the basis for estimating a prediction of the prevalence of an unknown piece of information or situation as an outcome regarding the bigger group (Kumar, 2005:165). It is a process of selecting a sample which is representative of the total population. In other words, it is a selection of a smaller portion of the population which represents the entire population. According to Springer (2010:109) in qualitative research, sampling guides the main aim of gathering rich descriptions of peoples' beliefs, behaviours and experiences. This implies that more information is gathered from few research participants.

Babbie (2004:183) maintains that, in a case study, the sampling process is purposive rather than random. Given the nature of the research problem, purposive sampling was used for this study. Purposive sampling assisted the researcher to choose information rich cases, as it demands that the researcher looks for information-rich informants, groups, places or events of the study (Silverman, 2013:148). The advantage of purposive sampling is that since a few cases are studied, a quality understanding of the research topic emerges. This made it convenient for the researcher to understand the phenomenon of this study as participants had in-depth information. The selection criteria applied in this study were, (1) management experience in teaching and learning at primary schools and (2) teaching experience of English as first additional language in the Foundation Phase. The sample for this study comprised three principals, three foundation Phase Heads of Department and three grade 3 teachers drawn from three primary schools in the Limpopo Province. From each school three (3) educators were selected. The educators comprised the principal, Foundation Phase HOD and Grade 3 educator. The sample consisted of nine (9) participants in total.

3.3.2.3 Data collection strategies and instrumentation

The mostly used data collection strategies in qualitative research are interviews and observations. The researcher may also examine documents, artefacts or invite research participants to give textual information or other resources (Hartas, 2010:61). In a qualitative research, data collection includes observation, interview, numerical measurement, photographs, texting, documentary review and artefacts gathering (Stake, 2010:89). The data collection techniques used in this study were in-depth individual interviews and classroom observation.

3.3.2.3.1 Interviews

According to Mason (2007:62) qualitative interviewing refers to in-depth, semi-structured or loosely structured forms of interviewing. Data on the management of teaching and learning were collected during interviews from the principals and HoDs. This study used semi structured interview schedules (See Appendices G and H) to collect data from principals and Foundation Phase HoDs. Appendix G was for principals and Appendix H was for Foundation Phase HoDs. Interview schedules comprising semi-structured questions covering three themes were used. The themes covered were:

- Theories underlying the management of teaching and learning
- How reading English as a first additional language is taught and assessed
- Strategies for improving an instructional programme for reading English as a first additional language in the Foundation Phase

Guided by the thematic approach followed in the study, semi-structured interviewing was chosen. The benefit of the approach according to Stewart and Cash, Jr. (2011:167) is that it enables the researcher to have one-to-one interactions with participants and to construct knowledge and data during the interview. Since the interviews took place at participants' workplace at the prearranged time, the participants in this study were prepared to give information needed without divided attention.

3.3.2.3.2 Observations

Merriam (2009:118-119) is of the opinion that observation is determined by various reasons such as the theoretical framework, the research problem and the research questions. Observation become a valuable research instrument if it is systematic, addresses a particular

research question and produces trustworthy results. Observation in this study has been used together with interviewing to triangulate and substantiate the findings that have emerged.

In this study an observation schedule (Annexure I) was used as a data gathering instrument to observe Grade 3 educators teaching and assessing learners during English reading lessons. The observation schedule covered such aspects as (1) lesson planning, (2) lesson presentation, (3) classroom management and (4) assessment. Data on how reading was taught and assessed were gathered through the observation of teachers' lesson presentations.

3.3.2.3.3 Analysis of documents

The researcher, in his endeavour to understand how curriculum is managed, studied the curriculum management files and monitoring tools. Furthermore, in establishing how teachers planned their English reading lessons, he studied planning files, lesson plans, mark schedules and learners' workbooks. The objective of data gathering from these documents was to validate the correlation between curriculum planning and curriculum implementation. The researcher asked the teacher to provide evidence of learners' work before lesson observation. Copies of few learners' work were made for future reference. The researcher checked the learners' work to find out how they performed in the language in general and reading in particular.

3.4 Data analysis and interpretation

Lapanet *al.* (2012:98) state that data analysis decisions rely on the research questions, the study type and the data collection strategies. Qualitative data analysis is classified into ideas, themes, topics, activities, type of people and categories appropriate to the study. This classification is known as Coding. De Vos *et al.* (2003:339) define data analysis as the process of bringing order, structure and meaning to the mass collected data. A qualitative study involves an inseparable relationship between data collection and data analysis.

For this study, thematic analysis was used. Braun and Clarke (2006:79) define thematic analysis thus:

Thematic analysis is a qualitative method for identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes the data set in rich detail. However, frequently it goes further than this, and interprets various aspects of the research topic.

Braun and Clarke (2006:82) continue to explain that “a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set”. Marishane (2013:6) says that thematic analysis is flexible qualitative analytic method that enables the researcher to embark on a step-by-step technique in identifying, analysing and reporting themes emerging from the collected data.

For the analysis of interview data, the researcher presented all the findings by writing down each question, followed by responses from all participating groups in all the three selected schools. Once the data were generated, they were organised and relationships and patterns explored by thoroughly scrutinising them. The data were then coded, categorised and condensed. The researcher interpreted and drew meaning from the extracted data.

For the analysis of data derived from observations, the researcher studied all the notes that were taken during classroom observations. Document analysis involved the analysis of documents related to the Curriculum and Assessment Policy Statement (CAPS), school assessment practices and policy, assessment instruments, assessment records and results. The researcher envisaged the analysis of data to contribute towards a rich description of the study. Comparisons among the three schools were drawn, similarities and differences identified, and the findings of the research discussed and presented.

3.5 Credibility and trustworthiness

Bloomberg and Volpe (2012:125) assert that credibility is an important part of qualitative research design that establishes if the findings provide correct information from the perspectives of the researcher, the participants and the reader. The preceding notion implies that, the interrelationship between the purpose of the study, research questions, the research design, data analysis and interpretation should be taken into account. The researcher as the key participant in the research process needs to establish what contributions to make and how to make them on the basis of the experiences and opinions he/she has which influence the research process, such as interviewing the participants. In this regard, Muhammad (2008:38) argues that the ability and effort of the researcher determines the credibility of a qualitative research. Furthermore, credibility ensures consistency when the study is undertaken by different researchers under different research sites (Creswell, 2009:190).

Trustworthiness refers to the extent that a research measures what it is supposed to measure and also whether if applied repeatedly to the same subjects, it would yield the same results

(Bloomberg *et al.* 2012:125). Trustworthiness in qualitative research means that the research ensures the accuracy of the research findings obtained by following appropriate research procedures. Trustworthiness is one of the pillars of qualitative research as it determines whether the research findings are accurate from the researcher, the participants and the readers' perspectives (Creswell, 2009:190). Muhammad (2008:39) argues that qualitative research examination of trustworthiness is of great importance in ensuring reliability of the study. He further states that the trustworthiness of a research report is grounded on discussions centred on validity and reliability.

In this study the following strategies were used to ensure credibility and trustworthiness:

Crystallisation: – refers to the practice of validating results by using multiple methods of data collection and analysis (Maree, 2010:40). In qualitative research the term “crystallisation” turns to be more appropriately used than triangulation as it is a convenient way that ensures efficient data collection and analysis in qualitative research. Data were collected using interviews, classroom observations and document analysis.

Member checks: – All the data collected from the investigation were transcribed verbatim and taken back to the interviewees for data verification to ensure that whatever statements given and observations made during the interview were authentic.

Prolonged engagements in the field: – Contact with the interviewees was not only done during data collection sessions; the researcher at times made follow-up telephonic contact with participants to establish the patterns on the findings made.

Pilot Study: – The instruments used to collect data were piloted at one primary school which was not one of the sampled research sites. The reason was to establish if there were any flaws in the data collection instruments that warranted correction.

3.6 Ethical considerations

The researcher took measures to ensure that research ethics were complied with in this study. The following issues received consideration:

3.6.1 Permission to conduct research

Researchers need to get the necessary permission from the relevant authorities before a study begins (Robson, 2003:168). For this study, the researcher applied for permission (Appendix

A) from the Limpopo Department of Education in order to conduct the investigation in the three selected primary schools. Approval to conduct the investigation in the three primary schools was subsequently granted (See Appendix B).

3.6.2 Confidentiality and anonymity

The researcher ensured that the participants would not be identified in anyway by any person who would be reading this study. Data collected from the schools and the participants were handled in a confidential manner. Only the researcher was aware of the identity of the participants. The schools were labelled as School A, School B and School C to protect the identity of the participants. In this regard, Mouton (2001:244) states that information given by research participants must be treated confidentially by researchers, even when this information is not legally protected. Babbie (in De Vos, 2002:68) maintains that the researcher does not have to mention participants' identity in his response of the data given. The participants' right to privacy was ensured and a promise given in this regard was in no way breached. Responses to interviews and observations were given without names. Pseudonyms were used in the transcriptions of interviews and codes were used in the presentations of findings from interviews with principals and HoDs of Schools A, B and C.

3.6.3 Informed consent

Strydom (in De Vos, 2002:65) asserts that informed consent implies that adequate information on the goal of the study, the procedures that are followed, the advantages, disadvantages and the dangers the participants may be exposed to, and the researcher's credibility were disclosed to the participants (See Appendices D, E and F). In this study the researcher informed the participants that their participation in the study was voluntary and that they had the right to withdraw from the research at anytime should they feel uncomfortable with it (See Appendix C). The research ensured that the protection of the dignity, rights, safety and wellbeing of the participants took precedence over the investigation and the researchers' interests. Any form of harm or stress on the part of participants was avoided. This is in line with Fouka and Mantzorou (2011:5) who asserts that a researcher must consider all possible consequences of the research and balance the risks with proportionate benefit.

3.7 Limitations and delimitations

This study focused on three primary schools which are all public government schools in Moletjie Circuit. Moletjie Circuit is one of the thirty-two (32) circuits in Capricorn District, Limpopo Province. The circuit serves fourteen (14) primary schools which are located in rural communities. The schools are located in Aganang Municipality. The following limitations to the study are noted; (1) the study took place in a small geographical area; (2) the study focused on the management of teaching and learning by principals and Foundation Phase HoDs, (3) the study focused on Grade 3 educators' teaching of reading English as first additional language.

3.8 Conclusion

This chapter discussed focused on the research design and the research methodology considered when conducting the research. Data collection strategies and data analysis were discussed. The chapter explained the credibility and trustworthiness of the study and outlined the research ethics considered. The next chapter will focus on the presentation and discussion of the findings of this study.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The previous chapter focused on the detailed description of research methodology relating to an instructional programme for reading English as first additional language for Grade 3 learners. It covered the following aspects: research questions, data collection strategies and instrumentation, population, sampling procedure, data analysis and interpretation, credibility and trustworthiness, ethical considerations, limitations and delimitations.

With its focus on the examination of the management of an instructional programme for reading English as a first additional language in Grade 3, this chapter presents the findings and the discussion thereof. Data presented here were collected from school principals, Foundation Phase Heads of Department and Grade 3 teachers. In this chapter findings are explained on the basis of their alignment with the literature review discussed in Chapter 2. Data were analysed manually according to the themes outlined in Chapter 3 which are:

- Theories underlying the management of teaching and learning;
- How reading English as a first additional language is taught and assessed, and
- Strategies for improving an instructional programme for reading English as a First Additional Language (FAL) in the Foundation Phase.

4.2 Data Analysis Procedures

Three main procedures were followed in the analysis of data in this study. They included the procedures for analysis of interview data, observation data and data derived from the study of documents.

4.2.1 Procedure for analysis of interview data

In this study, a thematic analysis was chosen as an appropriate data analysis method. Braun and Clarke (2006:79) define thematic analysis as, “a qualitative method for identifying, analysing and reporting patterns (themes) within data.” The selection of this method was grounded on its ability to facilitate a detailed organisation and description of qualitative data. During the course of the analysis of interview data, the researcher first presented all the findings by writing down each question, followed by responses from all participating groups at all the three selected schools. Once the data were generated, they were then organised.

What followed this was a thorough exploration and scrutiny of the relationships and patterns that emerged between and within data respectively. The data were then coded, categorised and condensed. The researcher interpreted and drew meaning from the extracted data.

4.2.2 Procedure for analysis of observation data

For the analysis of data derived from observations, the researcher studied all the notes that were taken during classroom observations. The researcher went further to present the observation data by writing down the four categories observed during classroom observation of the three Grade 3 teachers. Subsequently the observations made were written under each category wherein it revealed similarities and differences on how English reading lessons are taught. Finally, the extracted data gathered from the notes written during observations was discussed under each category reflected on the classroom observation schedule that guided the researcher during classroom observations. Literature also reveals that data analysis strategies in qualitative case study research involve using analytic categories to establish patterns (Bloomberg & Volpe, 2012:175). In this research, categories were used to identify areas of commonalities and variations in terms of classroom practice.

4.2.3 Procedure for document analysis

The objective to examine the documents was to examine the connection between curriculum planning and curriculum implementation. Document analysis involved the analysis of documents related to the Curriculum and Assessment Policy Statement (CAPS), school assessment practices and policy, assessment instruments, assessment records and results. Data collected from the documents mentioned were studied several times to formulate ideas on how curriculum is managed and implemented. Literature also supports the idea that data should be perused many times in order to get meaning which will result in possible interpretations of the phenomenon under study (Leedy & Omrod, 2013:158). Comparisons between the three schools were drawn; similarities and differences identified, and the findings of the research presented and discussed. The researcher envisaged the analysis of data to contribute towards a rich description of the study.

4.3 Presentation, Analysis and Interpretation of Data

4.3.1 Thematic analysis and discussion of interview data

The following questions were asked during the interview in pursuing the objectives of the study:

- *What theories underlie the management of teaching and learning?*
- *How is reading English as a first additional language taught and assessed?*
- *What strategies can be developed to improve an instructional programme for reading?*

Data emerging from the interviews were presented and analysed according to themes as follows:

4.3.1.1 In-depth interview with Principals

The principals from school A, B and C were assigned pseudonyms as Principal A, B and C respectively. This was meant to protect the identity of their schools in accordance with the demands for confidentiality.

Theme 1: Management of teaching English reading

The main question raised here was to establish how principals manage the teaching of English reading.

Table 4.1: Principals' responses on the management of teaching English reading

Participants	Responses
Principal A	<i>We encourage teachers to give more reading lessons in class so that the learners should be able to get used to reading and they must practise reading. For this reason, we have a programme wherein two Fridays every month the learners read class by class to enhance their reading abilities.</i>
Principal B	<i>Honestly, I've never gone to classes to monitor reading in English as I do not have time.</i>
Principal C	<i>If a learner encounters a problem in reading, we organise afternoon reading lessons from 14h00 until 15h00.</i>

Discussion

The focus here was to establish whether principals exercised their role as instructional leaders in the teaching of English. It emerged from the interviews that one principal did not have a clear understanding of their role as instructional leaders who should supervise and support teachers. Though some of them have strategies in place to support learners, they appear to be detached from what actually happens in the classroom. Their different approaches to the management of teaching and learning indicates that some learners, particularly where teachers are encouraged to give more reading lessons, are in a better position to improve their reading abilities than learners in schools where teachers do not receive such encouragement. This stands in stark contrast to literature (Hallinger, 2009:7) that suggests that the principal as an instructional leader should focus on supervising and evaluating instruction, coordinating the curriculum and monitoring progress. Literature also reveals that principals as educational leaders do not have a direct influence on learner achievement but influence such achievement indirectly by supporting and motivating teachers in their work situation (Leithwood, Day, Sammons, Harries & Hopkins, 2006b). It emerged from the interviews that if principals do not focus on motivating teachers to teach learners to read English, the achievement of learners in this area will be negatively affected. This is because teachers are less likely to be inspired by leaders who do not identify with and show interest in what they teach and how they teach learners in the classroom (Marishane, 2011).

Theme 2: Teaching English reading

The following are selected responses to the question “What problems does the Foundation Phase encounter in teaching reading.”

Table 4.2 Principals’ responses on problems teachers experience when teaching English reading to the Foundation Phase classes

Participants	Responses
Principal A	<i>They mix mother tongue and English words. Most of the timethe real problem is that some small children find it difficult to pronounce words.</i>
Principal B	<i>They are not reading fluently. Teachers are not using the three hours specifically for</i>

	<i>reading. They do reading today, tomorrow they continue with other things because the workload is too much.</i>
Principal C	<i>Some can read, some cannot read and some are not mentally okay. The problem is more on the learners and the environment in which they find themselves. Their parents are drinking liquor at home, they do not encourage them to read.</i>

Discussion

The findings above revealed that the schools had challenges when it came to the teaching of reading. The three participants presented the problems both the Foundation Phase teachers and their learners were facing in this regard. These problems included mixing of Home Language and English words, pronunciation (especially of new words), fluency, teachers' workload, compliance with reading time stipulations, inability to read, mentally challenged learners, family backgrounds and socio-economic factors. In relation to Principal A's response on the mixing of words of the two languages, it emerged that "additive bilingualism" posed a challenge to the learners. The Department of Basic Education (DBE, 2011b:8) maintains that if learners have a strong literacy foundation in their Home Language, it becomes easy for them to use it to build onto the First Additional Language. Another view is that teachers do not follow the exact time stipulations for reading as outlined in the Curriculum and Assessment Policy Statement English (First Additional Language) Foundation Phase Grades 1-3. This non-compliance suggests that teachers do not act in compliance with policy provisions as a result of other responsibilities as remarked by Principal B who said, *"They do reading today, tomorrow they continue with other things because the workload is too much"*. The policy prescribes that in Grade 3 the maximum time given to the FAL is 1 hour 30 minutes and the minimum time is 1 hour per week for reading and phonics. Calderon, Slavin and Sanchez (2011:115) corroborate the sentiments expressed on the lack of parental support by stating that children who do not get support from their parents and family members in reading face the risk of delayed development. It should, however, be noted that though principals claimed to be familiar with the problems teachers encountered when teaching English in the classroom, there are those who seldom visit classes

as it emerged from the interview with Principal B. The latter stated that he never visited the classroom for monitoring, but he claimed that learners “*are not reading fluently.*”

Theme 3: Management skills of Foundation Phase HoDs

In their response to the question relating to how school principals rated the management skills of their HoDs in encouraging and supporting effective teaching of reading among teachers, the participants presented the following responses:

Table 4.3: Principals’ responses on the management skills of Foundation Phase HoDs

Participants	Responses
Principal A	<i>We do not have an HoD who is specifically responsible for the Foundation Phase. We have only one HoD who is running the show in the whole school. Intermediate phase and senior phase are altogether on the same person and he is just generalizing.</i>
Principal B	<i>This school has been using the READ method. The Foundation Phase HoD is very good and so are the teachers.</i>
Principal C	<i>The Head of Department is an exceptional person when it comes to English reading. She excels in her duty. She makes it a point that all learners can read. If you can now go to her class, you will find that there is reading time for all learners. I can say, she is the best in the Foundation Phase. She leads by example. She is holding meetings with the Foundation Phase educators to teach them about the new developments in teaching English reading.</i>

Discussion

The focus here was to establish how principals rated the management skills of their Foundation Phase HoDs in the teaching of English reading in their phases. It emerged from the interviews that School A had a challenge with the HoD's execution of duties in relation to managing reading. Principal A confirms the preceding statement as he remarked that, *"We have only one HoD who is running the show in the whole school. Intermediate and senior phases are altogether on the same person and he is just generalizing."* The opposite was with School B and C, as their HoDs were doing their utmost best. At School B, teachers were practising READ method to teach reading while at School C the HoD held meetings to develop teachers on new developments to teach English reading. The response from one interviewee indicated that schools which do not have HoDs assigned to specific phases are unable to manage their departments optimally by ensuring effective curriculum delivery. This results in the situation where the teaching of reading is not given continuous and consistent attention to enhance the learners' reading abilities. In the light of responses from Principal B and C, English reading should include formulation of departmental literacy reading policies, availability and utilisation of literacy resources and teacher literacy development. Similarly, Nkabinde (2012:42) maintains that HoDs are responsible for the planning and organisation of their departments to ensure that departmental subjects are taught effectively and efficiently.

Theme 4: Curriculum Support

The main question under this theme was to find out the support principals give Foundation Phase HoDs in teaching English reading.

Table 4.4: Principals' responses on curriculum support to Foundation Phase HoDs

Participant	Responses
Principal A	<i>I check if they have all the necessary resources. In case there is a shortage, I get the resources for them. I make sure that monitoring of the work is done. Unfortunately it is not reading in particular, it is for the language as a whole, looking at curriculum coverage and written work.</i>
Principal B	<i>I have never sat with her in a formal way and</i>

	<i>talk about what is happening. I do not have record. I do not have any written document that can be my evidence.</i>
Principal C	<i>I support her by giving resources. I give her books so that learners can read. I give learners newspapers to read at home.</i>

Discussion

It emerged from the interview that the principals who were interviewed had a skewed understanding of curriculum support. They saw curriculum support mainly as covering only one dimension of instructional leadership, namely, provision of resources needed for learning and teaching (teaching English in this case) to the exclusion of other instructional leadership responsibilities. In one instance curriculum support was not evident as the principal never had a conversation with the HoD on matters pertaining to the teaching of reading in English or even indicate the initiatives that she took to support curriculum delivery. This contrasts with the view that teaching of English reading can be supported by ensuring that there is effective leadership and management of classroom practices, teachers use correct reading assessment techniques, proper use and monitoring of reading resources and continuous implementation of the reading programme (Gauteng Department of Education, 2010:17).

Theme 5: Support by the Department of Basic Education

The main question under this theme was to establish the support that schools get from the Department of Basic Education.

Table 4.5 Principals' responses on the support by the Department of Basic Education

Participants	Responses
Principal A	<i>They held workshop of Principals and Foundation Phase educators. Myself and a Grade 3 educator attended the workshop. The lady spoke much about reading and the stages of reading. She focused on the pre-reader, the emergent reader, the early reader, the developing reader and the</i>

	<i>independent reader. She talked about the teaching strategies, such as, the group guided reading. Well, also the components of teaching reading, such as, phonemic awareness, word recognition (sight words and phonics), comprehension, vocabulary and fluency were addressed.</i>
Principal B	<i>They are calling courses for English and mother tongue. They are for reading of both languages. The reading workshop was conducted. The workshop targeted the principal and one SMT member who is the teacher in the Foundation Phase.</i>
Principal C	<i>We get it from curriculum advisors who call us for workshops. They held workshops, a Foundation Phase workshop was held. They also came to our school and gave us English reading books.</i>

Discussion

What emanated from the interviews was that the Department of Basic Education was giving the schools support in relation to the teaching of English reading through workshops which were called by curriculum advisors. It emerged during the interviews that principals were happy with the initiative that the Department took to ensure that reading problems encountered at schools were addressed. Literature also supports the idea that coaching of teachers is imperative as there should be teaching reading trainings which are aligned to curriculum policy guidelines and the literacy materials (Gauteng Department of Education, 2010:17).

Theme 6: Strategies for proficient reading

The main question to which responses were given under this theme was, “What strategies or activities do you think can help learners to be proficient readers?”

Table 4.6: Principals' responses on strategies for proficient reading

Participants	Responses
Principal A	<i>For learners to be proficient readers, they must be able to see where there is a punctuation mark, such as, full stop, comma. My dream is to have teachers who love their kids and are creative. We have a television which they can use to create stories. Sometimes we call parents so that learners can read for them.</i>
Principal B	<i>If teachers can be dedicated and make use of resources that are not bought we will reach our destination. They must not only read English and Sepedi, every subject can be read, even numeracy can be read in words, but it must not be rote learning. We also have the Circuit Foundation for Learning Campaign and speech competitions.</i>
Principal C	<i>Measures that we are using now are that learners are reading after school and even during the lessons. These learners are competing in FFLC competitions. I also wish to have more computers in the school so that learners could be able to learn English and be computer literate.</i>

Discussion

The focus here was to find out the strategies the schools were using in an instructional programme for reading English. I noted that most of the challenges the principals experienced were centred on them. This implies that it is their responsibility to come up with effective

reading programme for their schools as their responses indicated the challenges they were faced with and the strategies which were already in place to address the challenges and improve reading abilities. The responses revealed the challenges such as inability of learners to read, teachers who were not creative, not utilising available resources, lack of dedication by teachers, insufficient reading time and the need for computer-aided teaching. They further suggested measures to improve reading abilities, such as, parental involvement, circuit competitions and afterschool reading lessons. This is aligned with the Department of Education's view expressed in its National Reading Strategy (DoE, 2008b:12) that learners should be central to the reading process, teachers should actively teach reading, SMTs should create conducive reading environments, parents and the community need to instil the love for reading books in the children; and, that the DBE should provide resources and support to teachers.

4.3.1.2 In-depth interview with Foundation Phase Heads of Departments

Heads of Departments from school A, B and C are labelled by pseudonyms as HoD A, B and C respectively.

Theme 1: Management of teaching English reading

The main question under this theme was: How do you manage the teaching of reading English as First Additional Language in the Foundation phase?

Table 4.7: HoDs' responses on the management of teaching English reading

Participants	Responses
HoD A	<i>I encourage teachers to make sure that every day there is oral work, reading, speaking and writing. Oral work should appear on the mark recordsheet. I also hold meetings with them and bi-weekly on Fridays we have special time for reading in all the classes. We meet at the hall and learners read and speak.</i>
HoD B	<i>I go and listen to them when they teach reading lessons. I also help them to select books for the learners.</i>

HoD C	<i>We meet as the Foundation Phase to discuss how we teach English. In fact, I do not have time to visit each class because I am also having a class. When we meet we try to demonstrate how English should be taught every day.</i>
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Discussion

A couple of issues emerged from the HoDs' responses to the question relating to the management of the teaching of reading. The first issue was that while the Department of Education prescribes the responsibilities which HoDs must exercise in managing curriculum as instructional leaders, they were to a large extent not complying with what the policy requires. The second issue was that while workshops are conducted on how reading in English as FAL should be taught, such workshops were still not sufficient as it is evident that HoDs are not managing the teaching of reading English in terms of their core responsibilities. Over and above the efforts that HoDs are taking in managing curriculum in this regard, it emerged that work schedules were not monitored regularly to check whether reading lessons covered appropriate reading strategies and accommodate learners of different reading abilities. This contrasts with the view that HoDs should provide teachers with academic support (Odera, 2011:239).

Theme 2: Teaching English reading

The main question under this theme was: What problems do you encounter in teaching reading in the Foundation Phase?

Table 4.8 HoDs' responses on teaching English reading

Participants	Responses
HoD A	<i>What I realised is that time allocation in the Foundation Phase is little because it is only four periods for English per week. More time is given to Home Language and Mathematics. English is given little time, this creates a problem as there is little time for</i>

	<i>reading. Another thing is that the language of instruction in Grade 3 is Home Language.</i>
HoD B	<i>Transition as they are used to their mother tongue is a problem. A learner to pronounce an English word is a problem because they were used to their mother tongue from Grade R, so every word they come across they want to pronounce it in their mother tongue.</i>
HoD C	<i>They can't read; they just imitate. The other thing is that we do not have proper books. The books we are having are more difficult for the learners. We do not have Big Books. We do not even have the teaching aids.</i>

Discussion

The responses from interviews with the Foundation Phase HoDs in relation to the teaching of reading revealed an unpleasant situation of the problems they were facing in this regard. The main problem appeared to be their dissatisfaction with the time allocated for English as compared to other subjects offered in Grade 3. Their dissatisfaction about instructional time is evident as the CAPS for English First Additional Language document prescribes time allocation for Grade 3 subjects as follows:

Table 4.9: Time allocation for Grade 3 subjects

SUBJECT	GRADE 3 (HOURS)
Home Language	8/7 (maximum/minimum)
English(First Additional Language)	3/4 (maximum/minimum)
Mathematics	7
Life Skills	7
TOTAL	25

Time allocation for English as illustrated in the above table supports the expression that one of the reasons for English reading problems is insufficient time as prescribed by policy. Another problem is the issue of transition from Home Language to First Additional

Language, which deprives learners of sufficient time to learn English as they spend a lot of time learning Home Language. The other factor is that they do other school subjects, such as, Mathematics and Life Skills in Home Language. So, other than doing Home Language itself, opportunities are expanded as the language is used as the Language of Learning and Teaching. In support of HoD A's remarks on time allocation for reading, DBE (2011b:9) points out that maximum instructional time for reading in First Additional Language is 1 hour 30 minutes and minimum instructional time is 1 hour per week.

Theme 3: Skills for teaching reading among Foundation Phase teachers

The main question under this theme was: How do you rate the teaching reading skills of your Foundation Phase teachers?

Table 4.10: HoDs' responses on the skills for teaching English reading among Foundation Phase teachers

Participants	Responses
HoD A	<i>Most of the teachers were exposed to READ method. They are applying it in their classrooms and children are benefitting. They are good.</i>
HoD B	<i>They are trying their level best. They are using teaching and learning aids to match the word and the picture. They are going an extra mile because they are doing remedial work. They knock off at 13h00 but some of them go as late as 15h00.</i>
HoD C	<i>I think they are doing much. I do not visit them in their classes because I have a class to teach the whole day in every school day. In fact, they are trying because some of them have attended workshops.</i>

Discussion

It appeared that teachers were doing their best to ensure that learners are able to read. This means that English has to be taught by teachers who are committed as it will help learners because they will be able to use appropriate methods of teaching reading and go beyond the normal teaching time to improve the learners reading abilities. If learners are able to read well in English, this will help them to understand and perform well in other school subjects. In line with the preceding view, it is argued (Howie *et al.* 2008:39) that Foundation Phase is the starting point of early literacy skills. The introduction of the three skills, namely, knowing letters, knowing letter-sound relationships and reading words takes place in Grade 1. In Grade 2 and 3 learners are taught to read connected sentences. In order for effective reading to take place, it is essential that proper reading strategies be in place. The preceding statements about the reading skills is in agreement with the interview responses' that shows that teachers use appropriate reading strategies to ensure that learners are able to read. Hence HoD A's remarks that, "*Most of the teachers were exposed to READ method, they are applying it in their classrooms and children are benefitting.*"

Theme 4: Curriculum support

The main question under this theme was: What kind of support do you give your Grade 3 teacher in teaching reading English?

Table 4.11: HoDs' responses on curriculum support to teachers

Participants	Responses
HoD A	<i>We buy them "Big Books," we also allocate special time on Fridays twice per month from 13h00 to 15h00 for reading.</i>
HoD B	<i>My Grade 3 teacher is very dedicated. I assist her when it comes to the selection of reading books. The other one is to check if the work is done, preparations are there so that she must be able to cope with the work.</i>
HoD C	<i>Sometimes I asked her to bring learners so that I can assess their reading skills but we do not have time. What I really see is the</i>

	<i>written work but practically I do not have time. I also check their planning and lesson preparations.</i>
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Discussion

The researcher realised that HoDs exerted effort to support their teachers in terms of curriculum delivery, but it was not enough, they did not point out other strategies that could strengthen curriculum in the teaching of English reading. They appeared not to consider other ways of enhancing teaching and learning, other than providing learner-teacher support materials, planning for enrichment classes and guiding on lesson planning. The aspect which was not given much attention was the actual teaching of English reading in the classroom. The issue of class visits in order to appraise teachers seemed to have been neglected. This stands in contrast to literature (Education Labour Relations Council, 2003:13) that suggests that the immediate senior, for the purposes of developmental appraisal and performance measurement, should be involved in continuous mentoring and support for educators. The immediate senior and the other educator who teaches the same subject should appraise the teacher with particular attention to the following performance standards: (1) creation of a positive learning environment, (2) knowledge of curriculum, (3) lesson planning, preparation and presentation, and (4) learner assessment. Heads of Department should take responsibilities for the development of English teachers by observing them teaching reading lessons and thereafter having discussions with them on strengths and weaknesses observed in order to develop their personal growth plans on areas of weaknesses.

Theme 5: Principals' and Curriculum Advisors' support

The main question under this theme was: What kind of support do you get from your principal and curriculum advisors regarding the teaching of reading in English?

Table 4.12: HoDs' responses on principals' and Curriculum Advisors' support

Participants	Responses
HoD A	<i>The principal buys us reading materials even when there is little money. Usually he buys Big Books. Also his initiative of having time dedicated for reading. He also encourages</i>

	<i>teachers and learners to communicate in English. Curriculum advisors never came to our school.</i>
HoD B	<i>She gets books for us. Curriculum advisors have visited us, mostly for English Grade 3. They checked the teachers' file, lesson preparations and learners' books.</i>
HoD C	<i>He really doesn't visit us much. We do not have resources.</i>

Discussion

The responses from the interviewees revealed that not all principals were giving enough support to their HoDs. It emerged that they understood the issue of support from different perspectives which were not inclusive of other elements of teaching and learning, such as, workshops and trainings to teach teachers how reading should be taught. Principals as instructional leaders are duty-bound to ensure that curriculum implementation is supported. What this suggests is the need to support the teaching of English reading by, among others, organising workshops, procuring suitable resources and entering their schools in English reading competitions. Horng and Loeb (2010: 66) hold the same view by arguing that organisational management activities, such as, appropriate teaching-learning support systems and provisioning of sufficient teacher-learner support materials to facilitate quality provision of teaching and learning. On the other hand, it emerged that the support the curriculum advisors were giving to schools was not applied uniformly as some schools did get support while others did not. For example, Curriculum Advisors never came to HoD A's school.

Theme 6: Strategies for proficient reading

The main question under this theme was: What strategies or activities do you think can help learners to be proficient readers?

Table 4.13: HoDs' responses on strategies for proficient reading

Participants	Responses
HoD A	<i>I think educators should always see to it that everyday there is time for reading and</i>

	<i>speaking. Teachers must also give marks for reading as an encouragement.</i>
HoD B	<i>I think the strategies that can help these learners are to read most of the time, especially reading aloud as a group. They must pronounce each and every word. We also do reading competitions for FFLC. They do reading, speeches, choral verses, reciting and dramas.</i>
HoD C	<i>Maybe if we can reduce the numbers in classes and have relevant reading books. We should encourage teachers to teach English daily. Teaching reading everyday will make them to be able to read. Curriculum advisors should come once in a quarter to check if things are done correctly and to offer support.</i>

Discussion

The responses to the research question revealed that although HoDs were familiar with other ways of ensuring that learners become better readers, they did not express their knowledge and teaching experience in terms of different reading strategies they applied as well as strategies to address the literacy problems. This shows teachers' lack of adequate training in teaching learners with limited English reading proficiency. Teachers need to be equipped with the necessary knowledge and skills of implementing effective reading strategies so that learners can read fluently and meaningfully. Herrell and Jordan (2012:141) say that different reading strategies help the English teacher to develop learners' reading skills on how the English language functions, how to attach meaning to written text and how to read independently.

4.3.2 Presentation, Analysis And Discussion Of Observation Data

The main question the collection of the observation data sought to address is: How is reading English as a First Additional Language taught and assessed?

What is presented here are data collected during the three observation lessons intended to study how reading English as a First Additional Language is taught and assessed in Grade 3. The three schools will be coded as school A, B and C. The main issues that the researcher gave attention to were the following:

- Lesson planning, which covered contact time, content, teachers' file and CAPS policies;
- Lesson presentation, which covered lesson preparation, lesson introduction, interaction with learners, logical progression of the lesson, resources and question techniques;
- Classroom management, which covered furniture and sitting arrangement, wall displays and reading corner;
- Assessment of learners' reading abilities, which covered assessment programme, assessment tools and the reading intervention support strategies.

Observations produced the following results:

4.3.2.1 Lesson planning

At School A, the duration of the lesson observed was 40 minutes. The content of the lesson included reading aloud, shared reading, group guided reading and individual reading. The teacher's file was neatly covered and indicated continuous planning. The file was arranged in terms of the following items: Table of contents, assessment programme, work schedule, formal assessment tasks, assessment tools, record sheets, declaration forms and analysis of results. In addition, the researcher noted that monitoring was done as there were HoD's remarks such as "*the file appearance is good*" and "*declaration forms not available.*" The CAPS documents, such as, English CAPS FAL Grade 1-3 were available. At School B, the period for the lesson observed stretched from 1 hour and 40 minutes. The lesson covered reading aloud, shared reading, group guided reading and individual reading. The teachers' file was arranged as follows: educators' information, table of contents, personal timetable, school calendar, workschedule, lesson plans. It was neatly covered. It had lesson plans and preparations arranged according to different school terms. There was also a blank report on control of workbooks template which was used by the SMT to check the educators' files. The template had provision for comments and recommendations by the SMT. The researcher found that English CAPS FAL Grade 1-3 document was available. Classroom observation at School C took place between 8h15 and 9h30. The lesson covered group reading and shared

reading. The teacher did not have a planning file and lesson plans. The teacher also did not have English CAPS FAL Grade 1-3 documents. It seemed to be a common practice not to plan lessons as the teacher also did not have lesson plans for the previous lessons. She indicated that the School Management Team did not provide her with CAPS documents.

Discussion

During the observation of the English reading lessons in Grade 3 classrooms the researcher discovered that some teachers appeared to have planned their lessons in terms of the instructional time for English FAL as prescribed by CAPS. However, at one school the situation was not the same as instructional time was far less than the required time. According to CAPS, maximum time for reading in Grade 3 is 1 hour 30 minutes and minimum time is 1 hour. From the three lessons observed it emerged that planning was not done as required by policy, because the planning files that were perused did not have any reference to the intervention strategies designed to assist learners who were struggling to read. In other words, the teachers did not plan properly. In one instance the teacher appeared to lack knowledge of the importance of planning as he did not have a file. It is standard professional practice that a teachers' file should contain the annual teaching plan (work schedules and lesson plans), assessment plan, formal assessment tasks and tools, indication of textbooks and other resources, record sheets with learner's marks and notes or any interventions that are planned to assist the learners. That one teacher did not have a file, showed lack of planning for teaching English reading lessons at some schools.

4.3.2.2 Lesson Presentation

At School A in Grade 3, the teacher used a 'Big Book' for the reading lesson. The title of the book was "Too Small". The lesson was introduced through a song, wherein the teacher sang with learners a song called 'Let us sing together'. The teacher read key words with the learners before they started to read. Words such as, *clothes, skirt, socks, jeans* and *takkies* were put on the chalkboard. The teacher spelt words for the learners. Thereafter learners read the words. Read aloud was introduced, wherein the teacher reads and learners listen. After reading aloud, the teacher read together with the whole class while she listened to their mistakes and corrected them (shared reading). The teacher asked questions to learners as the reading progressed. The teacher gave other groups an activity to write and she remained with one group. The group that the teacher remained with was given little books titled 'Too Small'. The teacher read with the learners while she corrected pronunciation of words and

checked if all the learners were on the same page as they read (group guided reading). Thereafter, learners read individually while the teacher listened and corrected where they were not reading properly (individual reading). Resources used were CAPS English FAL Grades 1-3, Teaching English in Early Grades, Big Book, little books, learners' activity books and chalkboard. Additional reading support documents were the *Teachers' Notes for Read Aloud Big Books* (Story Kit 2005), *Read Educational Trust* (Stage 3, Pack 3) and *National Protocol for Assessment*.

At School B in Grade 3, the lesson was introduced through a song called "Days of the Week". The teacher sat on the chair at the back of the classroom and learners sat down on the mat next to her. Then the teacher told learners what they were going to read, "Sally's New Bike", which was a story from the Big Book prescribed for the grade. She requested learners to read words from the flashcards such as, *bike, bicycle, ride, around, sunny, helmet, bridge* and *puddle*. Here learners were asked questions on the cover and title pages. Learners were excited and actively involved in the lesson as pictures fascinated them. The teacher read together with the learners. She pointed in the Big Book while reading and showed learners that words are representation of pictures, for example, Sally being under the tree. Attention was given to pronunciation as well, for example, *tree*. Learners were requested to read alone but the teacher helped them where they pronounced words wrongly as was the case with pronunciation of words like, *puddle* and *crashed*. Resources that were used were flashcards, chalkboard, Big Book and little books. Additional resources found were CAPS English FAL Grades 1-3, Teaching Reading in the Early Grades and Literacy Strategy for Primary School.

At School C in Grade 3, the teacher started the lesson by introducing the topic called, "Healthy Day, Let's read." She read for the learners and wrote words on the chalkboard, such as, *healthy, nurse, chart, showed, pyramid, fizzy*. Learners were instructed to look at the chalkboard and read the words. The teacher started to read with learners divided into different groups. Grade 3 English FAL Term Workbook was used for reading. As they were reading the teacher made a mistake which she did not notice and the learners committed the same mistake. She read thus, "We must rather drink milk or water". Whereas she was supposed to have said, "We must rather drink milk and water". The researcher realised that while the teacher was reading with one particular group, the other groups were not involved in anything as she did not give them any work to do. Instead the learners were making a lot of noise, some even standing on their feet. The teacher kept on trying to keep them silent throughout

the lesson. Learners seemed inattentive and de-motivated. The learners struggled a lot to read even when the teacher was reading with them. They were getting stuck most often as they read, with the teacher struggling to help in between the reading. The teacher committed reading mistakes throughout the lesson. She read “grow vegetables around us”. Whereas she was supposed to have said “grow vegetables around our house”. She then requested learners to read on their own, group after group. She asked two volunteers from a group to read first, followed upon by the whole class. At times the teacher asked for volunteers to read for the class. Resources used were chalkboard and learners workbooks.

Discussion

At School A and B, it was pleasing to note that teachers were dedicated as they tried their best to teach learners to read using the correct ways of reading. But at School C it was unpleasing to discover that they did not have appropriate resources to teach reading. Furthermore, what made the situation worse was that the teacher did not implement the correct ways of teaching reading and control the learners during presentation of the lesson. The lesson turned to be more teacher-centred rather than learner-focused. Without teachers ensuring that learners acquire the necessary reading skills in the Foundation Phase, they will unlikely succeed as they progress with learning. In this regard (DoE, 2008c:19) maintains that problems such as, word meanings and understanding the text are given attention through different reading strategies which help the teacher to develop learners’ reading skills.

4.3.2.3 Classroom management

At School A in Grade 3, learners had tables and chairs for sitting. The class had 13 boys and 16 girls, a total of 29 learners. They were arranged in groups of 4 learners. Displays on the walls included class time-table, opposites, singular and plural forms, letters of the alphabet, parts of speech (nouns, adjectives, articles, pronouns, verbs, adverbs, conjunctions, prepositions, interjections) and the 10 rules for looking after books. The reading corner was at the front of the classroom. The teacher used an aisle to hold the Big Book. Classroom library contained English books, such as, readers, Little Books and Big Books.

At School B in Grade 3, the furniture used was desks and learners were sitting in groups with two desks facing one another. The class comprised 14 boys and 13 girls, a total of 27 learners. On the walls, the displays included opposites, present and past tenses, letters of the alphabet with words and pictures, days of the week, prepositions, parts of the body and a

family tree. There was a classroom library which contained several English reading books. At the back of the class, there were cardboxes wherein learners' tasks files were put inside according to different subjects. At School C, learners were using desks and sat in groups. The class comprised 18 girls and 19 boys, a total of 37 learners. There were no wall displays, reading corner and classroom library.

Discussion

What the researcher found was that at all the school, the teachers considered getting learners seated in groups as one way of making teaching and learning easy as it helped to control learners while the lessons progressed. Learners were grouped according to their different abilities as it was detected during their responses to the questions posed by the teachers. This type of grouping serves as a good motivation as bright learners motivated the struggling learners. Struggling readers were able to imitate capable readers. Wall displays as well served as good symbols to reflect healthy teaching and learning environment. Where there were no wall displays, the classroom seemed to be a dull environment without purpose and direction as it did not resemble a learning site. Reading corners served as effective teaching reading resources as they kept learners close to the teacher and ensuring attention throughout the lessons.

4.3.2.4 Assessment of learners' reading abilities

At School A in Grade 3, there is an assessment programme which shows dates for formal tasks with no record of the type of task. The assessment monitoring tool found in the teachers' file showed that learners had problems in phonics according to the HoDs' comments. There was no record on how reading is formally assessed in particular. Evidence available for formal assessment of reading English was the mark record sheets. The reading intervention support strategies were; after-school reading lessons for struggling learners and monthly readathon for all learners, including even those who did not have reading problems. At School B in Grade 3, the programme of assessment was available. It contained detailed information, which covered the following such aspects as grade, subject, task, term, date, total mark and term weight (%). It covered reading activities such as reading and phonics. Formal assessment tasks were continuously moderated. Common tasks from the Department of Education were also administered. The teacher used 30 minutes after school for this and would leave flashcards on the sides of the chalkboard for ten days before putting new ones as reading intervention strategies.

At School C, the programme of assessment indicated terms, dates and number of formal assessment tasks per term. Assessment tools were not available as the teacher was not in possession of the planning file. The researcher thought that it was a daily practice because even on the observation day the teacher did not have the lesson plan. There was no formal assessment recording of reading. Common tasks were administered. The teacher said that she remained with struggling learners after school from 13h30 until 15h30.

Discussion

The general picture that the researcher drew from the observed lessons was that teachers used different reading strategies, such as, grouping so that they could assess the reading levels of their learners while the lessons progressed. Oral questioning served as the questioning technique to assess how learners progressed with the reading lesson. This indicated that appropriate reading assessment strategies should reveal strengths and weaknesses of the learners. Likewise Cullingford (2001:172) maintains that in assessing learners, teachers ought to find ways of assessing the individual learner considering each individual child's needs.

4.3.3 Analysis of documents

Document analysis involved the analysis of documents relating to the Curriculum and Assessment Policy Statement (CAPS), school assessment practices and policy, assessment instruments, assessment records and results. The researcher analysed the documents to determine whether they complied with policy requirements and proper planning. Furthermore, he examined and analysed the documents to enrich the data which were collected from interviews and classroom observations. The documents requested were CAPS policies, guiding documents used to teach English reading, assessment plans, curriculum coverage report, mark recordsheets, mark schedules, formal assessment tasks moderation tools, monitoring and control of written work tools, report on control of workbooks and monitoring plans. Analysis and interpretation of the above-mentioned documents were carried out separately for each school. The reason was to identify areas of similarities and differences.

At School A, the SMT did not have curriculum management files. The documents which were found were; assessment plans, curriculum coverage forms, mark schedules, mark record sheets, control of educators' file report forms, formal assessment tasks moderation tools, monitoring and control of written work report forms. The SMT was not in possession of the

CAPS policies and documents to teach English reading. Assessment records were not consistently kept and assessment of reading did not feature anywhere in the mark recordsheets. Term mark schedules were kept but analysis of results was not done.

At School B, The SMT did not have curriculum management files. Documents found were kept isolated and not in the file. The documents which were available for study included programme of assessment, Grade 3 English FAL marks record sheet and report on control of workbooks (educators' files). Report on control of workbooks covered the following items for control purposes: general information of the educator, work schedule and lesson plan. The report was used by the SMT to control the teachers planning files. The item on workschedule covered intergration of English FAL within and across other subjects, learning activities, assessment forms, resources and the lesson duration. The lesson plan part covered the following aspects: teaching and learning activities, teaching methods, assessment forms, prior knowledge, dates and lesson duration. The form had provision for comments and recommendations by the SMT when monitoring the teachers work. Programme of assessment covered the grade, subject, task such as (reading and phonics), term, date, total mark and term weight (%). The marks record sheet for Grade 3 English FAL was up-to-date throughout the terms and showed marks for different tasks. It was also moderated by the HoD.

At School C, the SMT did not have curriculum management files. Documents that were studied were retrieved from cardboard boxes and where lying all over the office, whereas some were not available in the office but requested from the Grade 3 teacher. The school did not have CAPS policies and teachers handbooks to teach English reading. Documents studied were: progression schedule for Grade 3, term 2 analysis of results, foundation phase programme of assessment, Grade 3 English FAL marks recordsheet and the principals' curriculum monitoring plan. Programme of assessment reflected the subject, number of formal assessment tasks per term across all the yearly terms. Formal assessment moderation tools for the year were not available and, those which were available were for the previous year. Evidence on how learners were assessed in reading was not available. The marks record sheet for Grade 3 English FAL was kept up-to-date throughout the terms and reflected marks for different tasks, except reading tasks. The record sheet did not show any indication of moderation by the HoD or any other SMT member. Analysis of results in Grade 3 English FAL for term 2 was as follows:

Table 4.14: Analysis of results Grade 3 English FAL for Term 2 at School A, B and C

LEVELS	1	2	3	4	5	6	7	TOTAL	PASS	PASS%	FAIL	FAIL%
SCHOOL A	1	-	3	6	11	7	1	29	28	96.6	1	3.4
SCHOOL B	-	1	6	7	8	5	-	27	26	96.3	1	3.7
SCHOOL C	1	1	6	9	9	4	7	37	35	95	2	5

Discussion

After studying these documents, the researcher noted that at School A, the SMT does not have a fixed planned instructional programme that has a clear purpose to direct its teaching and learning activities across the grades and subjects. In most instances, the interviewees failed to provide the researcher with evidence, for example, their assessment programme did not show how reading English as FAL is assessed. This implies that the principal as an instructional leader of the school does not have a coherent instructional English reading programme to improve learners' reading skills. The researcher also noted that the HoD at the school did not have reading policies, plans and programme to guide and advise teachers in teaching English reading. At School B, the study of documents confirmed that the SMT is engaged with its responsibility of ensuring that there was continuous monitoring of teaching and learning. This shows that the HoD takes the necessary steps to ensure that there is a link between teaching, learning and assessment of reading to enhance the learners' reading skills.

At School C the researcher noted that there were serious discrepancies in terms of assessment record keeping and the Grade 3 CAPS for English FAL document as reflected on the marks recordsheet. It was evident that learners were given tests which were not moderated. This raised questions on the standardisation of the tests. Standardisation is meant to determine whether the tests address various cognitive levels of the learners. This practice indicated that there might not be a link between the learners' academic achievement as recorded and real performance. It was further noted that even the plans that were in place were just there on paper but not implemented. For example, the principal had class visit monitoring tool but since the beginning of the year he never visited any class. This is in contrast to literature (ELRC, 2003:4) that maintains that the importance of class visits is to determine the educators' competence, assess strengths and areas of development and to provide support and opportunities for development to ensure continuous growth. The situation that emerged from the perusal of the documents indicated that the SMT is not providing effective management

of English reading practices and assessment techniques. This confirms the researcher's view that the SMT was not giving the necessary support to the educators in strengthening the teaching of reading in the school.

The Curriculum and Assessment Policy Statement requires that the principal as an instructional leader has to ensure performance in English First Additional Language, in particular reading in the Foundation Phase. The principal has to provide English teachers in the Foundation Phase with policy documents such as CAPS English First Additional Language Foundation Phase, National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 and National Protocol for Assessment Grades R-12.

The researcher studied the mark schedules from the three schools and analysed the results. The results showed good performance in English in all the Grade 3 classes. The findings here agreed with the criteria set by the Department of Basic Education (DBE, 2011c:6) shown in Table 4.15. According to Table 4.15 for a learner to meet the requirements for promotion in the First Additional Language, the learner's achievement should be on Level 3, that is, the learner's achievement should range from 40-49 % on the scale of achievement for the National Curriculum Statement Grades R-3.

Table 4.15: Scale of Achievement for the National Curriculum Statement Grades R-3

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding	80-100
6	Meritorious	70-79
5	Substantial	60-69
4	Adequate	50-59
3	Moderate	40-49
2	Elementary	30-39
1	Not Achieved	0-29

Source: Department of Basic of Education (2011c:6)

4.4 Conclusion

This chapter provided a detailed analysis and interpretation of the findings of the empirical study. The problems outlined in Chapter One were investigated and the aims met. The main findings from the literature review in chapter two and the empirical study have been summarised. The findings discussed emerged from data collected by means of document analysis, classroom observation and in-depth interviews. The next chapter will focus on the summary, recommendations and conclusions.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter focused on the data analysis procedures, presentation, analysis and interpretation of data. Firstly, thematic analysis and discussion of interview data of principals and Heads of Departments were presented. Secondly, the analysis of observation data of Grade 3 teachers was presented. Lastly, analysis and interpretation of documents related to the Curriculum and Assessment Policy Statement (CAPS) and school assessment records were presented.

This chapter covers the summary of the study, conclusions and recommendations based on the findings relating to the research questions and the limitations of the study.

5.2 Summary of the study

This study was divided into five chapters which have been summarised as follow:

Chapter 1 provided the background to the management of an instructional programme for reading English as a First Additional Language in Grade 3. The chapter dealt with introduction to the research problem and covered aspects such as the aims and objectives of the study, research questions, preliminary literature review, definitions of the concepts, research design and methodology, credibility and trustworthiness, ethical considerations, delimitation of the study and significance of the study.

Chapter 2 presented the literature underlying the management of teaching and learning. The chapter included issues such as the educational value of reading, teaching and assessing reading of English as a foreign language, curriculum and assessment policy of English, elements of reading instruction, reading strategies and strategies to address the literacy problems.

Chapter 3 focused on the research design, sampling procedures and data collection strategies and instrumentation. The reason for the choice of specific research design, population, sampling methods and data collection methods was presented. The chapter also explained how data were analysed and interpreted. It also covered strategies for ensuring credibility and trustworthiness, limitations and delimitations of the study and research ethics.

Chapter 4 dealt with the presentation and analysis of the empirical data obtained through interview questions with principals and Heads of Departments, observation protocol with

Grade 3 teachers and the study of documents on Curriculum and Assessment Policy Statement (CAPS). The literature review in **Chapter 2** was also used as reference for discussing the data obtained from the empirical investigation. The findings of the empirical investigation were presented according to themes in order to reveal similarities and differences.

Chapter 5 summarises the study, draws conclusions and provides recommendations.

5.3 Conclusions

The study was influenced by the research problem that related to the management of an instructional programme for reading English as First Additional Language in the Foundation Phase. The aim of this study was to examine the management of an instructional programme for reading English as a First Additional Language in Grade 3.

In addressing the research problem and answering the research question, three primary schools were selected for interviews and classroom observations. From the interviews with principals, it appeared that some principals do not have a clear understanding of their role as instructional leaders who should supervise and support teachers. They have strategies to support learners but they appeared to be detached from what actually happens in the classroom. The researcher also found out that principals have insufficient understanding of curriculum support; they saw curriculum support as covering only one dimension of instructional leadership which is provision of resources.

From the interviews with HoDs, the study noted that while the Department of Education prescribes the responsibilities which HoDs should carry out in the course of managing curriculum as instructional leaders, they were to a large extent not complying with what policy requires. Furthermore, while workshops are conducted on how reading in English should be taught, such workshops were still not sufficient as it was evident that HoDs were not managing the teaching of reading English in terms of their core responsibilities.

The researchers' observation of lessons indicated teachers' use of different reading strategies but oral questioning served as the most dominating question method. Therefore, appropriate reading assessment strategies are to be used to cater for all learners. With document analysis it emerged that all teachers were not having CAPS documents and assessment record keeping were not kept up to date as required by policy.

The research findings showed that SMTs have a role to play as instructional leaders who supervise and support teachers. SMTs fulfil their curriculum management role by ensuring that they supervise and evaluate teaching and learning, co-ordinate curriculum and monitor progress.

5.4 Limitations of the study

The study focused on the management of an instructional programme for reading English (FAL) in the Foundation Phase. There are three main limitations to this study. The first limitation is that the study was limited to three primary schools in Moletjie Circuit of Capricorn District, Limpopo Province. The wish was to cover many schools but due to financial and time constraints, the three schools were selected from the same geographical area which was small. For this reason, the schools may not be representative of the whole Limpopo Province. The second limitation is that the study focused only on the management of teaching and learning by principals and Foundation Phase HoDs and not on teachers. The last limitation is that the study was restricted to the Foundation Phase, specifically to the Grade 3 and did not cover teaching of reading in all grades in the primary schools.

5.5 Recommendations of the study

The following recommendations are based on the research findings as presented in Chapter 4.

5.5.1 Recommendations for the Department of Basic Education

It is recommended that the Department of Basic Education take note of the following:

- 5.5.1.1 Professional development of principals, Heads of Department and Foundation Phase English teachers in the management of teaching English reading
- 5.5.1.2 Training principals, Heads of Department and Foundation Phase English teachers in the methodology of teaching English (FAL) as part of Leadership and Management programme
- 5.5.1.3 Restructuring continuous professional development programmes for Foundation Phase English teachers to cover aspects such as strategies for teaching reading in English, use of English reading resources and good classroom language practices
- 5.5.1.4 Reviewing language policy in the Foundation Phase to enable schools to offer English as the Language of Learning and Teaching (LOLT)

- 5.5.1.5 Supplying primary schools with workbooks which address low levels of English reading as part of intervention strategy to improve performance of learners in national and international assessment of literacy
- 5.5.1.6 Designing a school support and monitoring programme for Curriculum Advisors and ensuring that such advisors are trained to support English teachers
- 5.5.1.7 Providing library services to primary schools
- 5.5.1.8 Training English teachers on strategies for teaching learners with barriers to English reading
- 5.5.1.9 Reviewing the current post provisioning model of distributing posts to schools to ensure that each school is allocated a Head of Department for every phase
- 5.5.1.10 Establishing language committees in every circuit
- 5.5.1.11 Introducing Computer Integrated Teaching and Learning to all schools and ensure that teachers use visual instruction through desktops, laptops and LCD projectors when teaching their English classes to make reading an exciting exercise

5.5.2 Recommendations for primary schools

It is recommended that primary schools consider taking the following measures:

- 5.5.2.1 Monitoring and evaluating the implementation of Curriculum and Assessment Policy Statement, paying special attention to school-based professional development for English (FAL) teachers
- 5.5.2.2 Exposing learners to quality reading campaigns such as the *Read Campaign*, *Readathon* competitions, reading festivals, *Spelling Bee* and learners' reading clubs
- 5.5.2.3 Allocating funds within the school budget to procure suitable reading materials

5.6 Recommendations for further research

The focus of this research was on managing an instructional programme for reading English as First Additional Language for Grade 3 learners in Limpopo Province. Since the study was confined to only one circuit in the province, it is recommended that a similar study be conducted in other parts of the country. It is also recommended that studies be undertaken in the following areas:

- 5.6.1** The influence of Home Language in the teaching of English as First Additional Language in the Foundation Phase.

5.6.2 The relationship between the letters of written language and individual sounds of spoken language (Phonics).

5.6.3 The influence of Home Language as Language of Learning and Teaching (LOLT) in the Foundation Phase on English as LOLT in the Intermediate Phase.

Since this study was conducted in rural communities, it is also recommended that a similar study be conducted to cover even urban areas as such studies will be more comprehensive and inclusive as they shall be covering a large area.

5.7 Conclusion

This case study research examined the management of an instructional programme for reading English as First Additional Language in Grade 3. The study revealed that principals and HoDs do not have a clear understanding of their roles as instructional leaders. The teaching of reading needs more attention to address the literacy problems. Despite the efforts the principals, HoDs and teachers take, schools still have a long way in ensuring that teaching reading is well managed. In South Africa, the Curriculum and Assessment Policy Statement (CAPS) provides knowledge, concepts and skills to be taught and learned in schools.

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APPENDIX A

Enquiries: Motona.J
Contact: 0725316700

Postnet Suite278
Private Bag x9307
Polokwane
0700
01 October 2013

The Head of Department
Limpopo Department of Education
Private Bag x 9489
Polokwane
0700

Madam

REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH

I hereby wish to make a request for permission to conduct research for Masters Education studies. The title of my dissertation is "Managing an Instructional Programme for- Reading English as First Additional Language for Grade 3 Learners in Limpopo Province". I am currently registered with the University of South Africa.

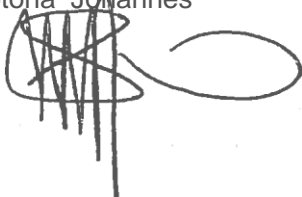
My proposed empirical investigation is going to be conducted in three primary schools in the Capricorn District. Interviews will be conducted with principals and Heads of Department. Classroom observations will be conducted with Grade 3 educators.

The research data collection period at the targeted schools will be conducted during January and February 2014. It will not be for the two full months but for specific days. Eight days are speculated to be used for the entire empirical investigation period.

Attached find documents to support the application.

Hoping for your positive response.

Yours sincerely
Motona Johannes



LIMPOPO PROVINCE
DEPARTMENT OF EDUCATION
PIETERSBURG CIRCUIT OFFICE

01-10-2013

CIRCUIT MANAGER

PRIVATE BAG X4009 SESHEGO 0742

Received: Motona J.C
Date: 10/10/2013



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015-296 7409
073220242

APPENDIX B



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za.

POSTNET SUIT 278

PRIVATE BAG X9307

POLOKWANE

0700

MOTONAJ

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- TITLE: MANAGING AN INSTRUCTIONAL PROGRAMME FOR READING ENGLISH AS FIRST ADDITIONAL LANGUAGE FOR GRADE 3 LIMPOPO PROVINCE
3. The following conditions should be considered
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.
 - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation {the people involved should be respected}.
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

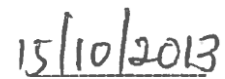
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Dederen K.O

Acting Head of Department



Date

APPENDIX C

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

The Principal

Dear Colleague

I, Mr. Johannes Motona, am presently studying towards a Masters of Education in Educational Management with University of South Africa (UNISA). My research topic is “Managing an instructional programme for reading English as first additional language for Grade 3 learners in Limpopo Province”.

The research project is to be conducted with the school principal, Foundation Phase Head of Department and Grade 3 teacher. The research participants have been selected purposively to be part of the study because of their involvement in managing teaching, learning and instruction. This study will include the collection of data from school principals and Heads of Department for the Foundation Phase through interviews and classroom observations with Grade 3 educators. An interview with each participant will take approximately 1hour 30 minutes and classroom observation 1hour 30 min.

Your participation in this study is voluntary and you have the right to withdraw at any stage. Withdrawal can be before or during the actual data collection process even if you have already signed the consent letter. The information obtained will be treated with the strictest confidentiality, anonymity and will be used solely for this research purposes only. You are also free to ask any clarity seeking questions at any stage of the research data collection period.

You are furthermore informed that there is no imbursement or compensation for taking part in this study. Nevertheless, the results of the study will contribute towards improving best practices in managing an instructional programme and enhancing literacy and reading skills in English as first additional language.

For any research related queries, please contact my supervisor, Dr. R.N. Marishane, on 072 239 7134 or email, Nylon.Marishane@univen.ac.za

If you need any further information contact me on the details below:

Name: Mr. Johannes Motona

Mobile Number: 072 531 6700

Email: motona@vodamail.co.za

If you are willing to participate in this study, please sign the consent letter overleaf as a declaration to participate in this research project. Under no circumstances will the identity of the interview and observation participants be made known to any parties or organisations.

Kind Regards

Johannes Motona

APPENDIX D

INFORMED CONSENT FORM FOR PRINCIPALS

I, a school principal, fully agree to participate in Johannes Motona's research study with UNISA. The purpose of the study which is "Managing an instructional programme for reading English as first additional language for grade 3 learners in Limpopo Province" was explained to me in writing.

I am voluntarily participating and understand that I can withdraw from the study at any time, before or during the study without any penalties. Furthermore, I understand that my identity will not be disclosed by the researcher, and my name may not be quoted in the final report.

Name and Surname of participant (print):

Signature of participant:

Date:

Name and Surname of researcher (print):

Signature of researcher:

Date:

APPENDIX E

INFORMED CONSENT FORM FOR HEADS OF DEPARTMENT

I, Head of Department for the Foundation Phase, fully agree to participate in Johannes Motona's research study with UNISA. The purpose of the study which is "Managing an instructional programme for reading English as first additional language for Grade 3 learners in Limpopo Province" was explained to me in writing.

I am voluntarily participating and understand that I can withdraw from the study at any time, before or during the study without any penalties. Furthermore, I understand that my identity will not be disclosed by the researcher, and my name may not be quoted in the final report.

Name and Surname of participant (print):

Signature of participant:

Date:

Name and Surname of researcher (print):

Signature of researcher:

Date:

APPENDIX F

INFORMED CONSENT FORM FOR TEACHERS

I, Head of Department for the Foundation Phase, fully agree to participate in Johannes Motona's research study with UNISA. The purpose of the study which is "Managing an instructional programme for reading English as first additional language for Grade 3 learners in Limpopo Province" was explained to me in writing.

I am voluntarily participating and understand that I can withdraw from the study at any time, before or during the study without any penalties. Furthermore, I understand that my identity will not be disclosed by the researcher, and my name may not be quoted in the final report.

Name and Surname of participant (print):

Signature of participant:

Date:

Name and Surname of researcher (print):

Signature of researcher:

Date:

APPENDIX G

INTERVIEW SCHEDULE FOR PRINCIPALS

1.	How do you manage the teaching of reading English as first additional language?
2.	What problems does the Foundation Phase encounter in teaching reading?
3.	How do you rate the management skills of your Foundation Phase Head of Department in teaching English reading?
4.	What kind of support do you give to your Foundation Phase HOD in teaching reading English?
5.	What kind of support or training do you get from the Department of Education regarding the teaching of reading in English?
6.	What strategies or activities do you think can help learners to be proficient readers?
7.	Do you have anything to add?

APPENDIX H

INTERVIEW SCHEDULE FOR FOUNDATION PHASE HEADS OF DEPARTMENTS

1.	How do you manage the teaching of reading English as first additional language in the Foundation Phase?
2.	What problems do you encounter in teaching reading in the Foundation Phase?
3.	How do you rate the teaching reading skills of your Foundation Phase teachers?
4.	What kind of support do you give your Grade 3 teacher in teaching reading English?
5.	What kind of support do you get from your principal and curriculum advisors regarding the teaching of reading in English?
6.	What strategies or activities do you think can help learners to be proficient readers?
7.	Do you have anything to add?

APPENDIX I

CLASSROOM OBSERVATION SCHEDULE

SCHOOL: _____ **TEACHER:** _____

GRADE: _____ **SUBJECT:** _____

TOPIC: _____ **DATE OF OBSERVATION:** _____

ASPECTS	OBSERVATION REMARKS
1. PLANNING	
Contact time	
Content covered	
Teachers' file	
CAPS policies	
2. PRESENTATION	
Lesson preparation	
Lesson introduction	
Interaction with learners	
Logical progression of the lesson	
Resources	
Question techniques	
3. CLASSROOM MANAGEMENT	
Furniture & sitting arrangement	
Wall displays	
Reading Corner	
4. ASSESSMENT	
Assessment programme	
Assessment tools	
Reading intervention support strategies	

APPENDIX J
SCHOOL OF HUMAN AND SOCIAL SCIENCES

4 December 2014

School of Education
University of South Africa
UNISA

Dear sir/madam

This letter serves to certify that I have proof-read Mr. J. Motona's dissertation, titled, "Managing an Instructional Programme for Reading English as a First Additional Language for Grade 3 Learners: A Case for Limpopo Province".

The proof-reading entailed editing some parts of it, where I felt it would make the dissertation more understandable; for example, to avoid wordiness, redundancy, etc. In some cases, I have subdivided a long sentence into two or three shorter ones, to separate ideas. However, I have not tempered with the content of the dissertation, except where I found that this constituted repetition or made the content confusing.

After the suggested editorials, the dissertation will be ready for examination.

Thank you for your time.

Sincerely


.....
V.T. Bvuma
Mobile: 083 423 9227



University of Venda

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